SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

THAKUR INSTITUTE OF MANAGEMENT STUDIES, CAREER DEVELOPMENT AND RESEARCH

THAKUR EDUCATIONAL CAMPUS, SHYAMNARAYAN THAKUR MARG, THAKUR VILLAGE, KANDIVALI - EAST
400101
www.timscdrmumbai.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

THAKUR EDUCATION GROUP

Visionary Chairman of the Thakur Education Group (TEG), Mr. V. K. Singh, has always aspired for social upliftment. TEG was established in the year 1989-90 under his proven leadership which envisions, 'To become a leading educational organization known globally for providing holistic quality education to learners at all levels.' Over the period of 30 years the Thakur Group has established its empire in the Real Estate, Non-Banking Financial Services and Education sector. The TEG manages 18 Institutions spread across 8 sprawling campuses, with 17 in the western suburbs of Mumbai and 1 in Azamgarh, Uttar Pradesh. The educational and professional programmes conducted in these Institutions cover over 50,000 students from Kindergarten to Doctoral Studies, who are passionately nurtured by 3500 educators and staff.

THAKUR INSTITUTE OF MANAGEMENT STUDIES, CAREER DEVELOPMENT & RESEARCH

TIMSCDR is one of the Institutions established by the TEG in the year 2001 with the objective of providing quality technical education in the IT sector in tune with international standards and contemporary global requirements. It is a stand alone Institute offering postgraduate degree in Master of Computer Applications (MCA) approved by the AICTE, Government of Maharashtra and is affiliated to the University of Mumbai.

The Institute is set up with modern infrastructure in a sprawling campus with lawns, gardens, play grounds, parking and hostel accommodation to ensure an academic ambience essential for a center of higher education.

With qualified and experienced faculty members, well-equipped computer center, well stocked library with books, journals, e-journals and having research section, reading room, R & D Cell, and Industry Institution Interaction, the Institute offers quality education through its Programme. The organization is supported by dedicated 100 Mbps broadband internet connectivity and has WI-FI facility.

The Institute emphasizes on recruiting and retaining qualified and experienced teaching staff and further gives them the opportunity to update their knowledge through sponsorship schemes for attending seminars, conferences, workshops, Industry Institute Interactions, acquiring higher qualification, research work etc.

Vision

To become a premier Institute renowned internationally for providing education in Software Application to graduates from various disciplines.

Mission

To achieve excellence in providing software education so that students can grasp existing as well as emerging technologies and to inculcate leadership and managerial qualities in them so that they can deliver results in the organization they join.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. MCA Program is accredited by National of Board of Accreditation (NBA)

2. There is also a high level of acceptability of students for admission, , ,

3. State-of-the-art Infrastructure with good Computing facility (labs and server), adequate Instructional facilities, Learning Resource Centre and Auditorium with modern facilities as per AICTE requirements..

4. Highly qualified, talented and dedicated Faculty meeting the requirement ratio i.e 1:15 as per AICTE and NBA guidelines.

5. Qualified technical and support staff.

6. The Institute has the advantage of an established brand name and better placement notwithstanding market forces.

7. There is transparency in all academic and administrative processes.

8. Financial Support by the Management as and when required.

9. Working Environment with Strong leadership and excellent department level support by faculty members and staff

10. Sponsorship & Awards Scheme that promotes faculty development through research publication, seminars, workshops, conferences, FDP, PhD and motivation through rewards, etc.

11. Innovative Teaching and Learning with additional coaching facilities for academically weak students and additional enhancement facilities for academically bright students

12. Excellent academic results with University toppers

13. Dedicated Training & Placement Cell and Entrepreneurship Development Cell leading to employment and self employment of the students and lending the Institute a competitive advantage.

14. Internships and Industry oriented projects

15. Institute is certified with ISO 9001:2015 Certification

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16. Student friendly environment for overall holistic development

17. Use of NPTEL, Swayam, NDL, platforms for enhancing E-learning and encouraging inclusion of knowledge over and above the regular curriculum

18. Co-curricular activities to enhance the innovation thinking amongst the students

19. Extra-curricular activities to encourage students to indulge in Community Welfare events

20. Ragging is strictly prohibited

21. Unique mentoring mechanism for holistic career development.

22. Faculty Research and Consultancy Projects

Institutional Weakness

1. Shortage of senior faculty members with doctorate qualification and/or industry/research background

2. Absence of autonomy for curriculum improvement to suit the industry

3. Limitation of funds for organising advanced academic and professional programme

4. Being a self-finance private Institute, brand building at par with the premier Institutes is difficult task

5. Inadequate funds from Government agencies for Research.

6. Limitation on non-recurring expenditure for replacement of obsolete equipment/machinery/computers

7. Being the self-finance private Institute brand visibility is not at par with the premier institute in spite of investment and committed work

Institutional Opportunity

1. Strengthen Internship program for students and faculty.

2. Enhance Industry-Institute interaction for networking.

3. Use the alumni base for improving Institutional processes.

4. Improve Research and Development activities

5. Strengthen Online courses & certifications.

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6. Establishment of PhD Centre

7. Strengthen entrepreneurial ecosystem

8. Facilities for learning beyond curriculum to broaden student and faculty knowledge, skills and employability.

Institutional Challenge

1. Private Institution- No central or state grant hence dependent on student fees for meeting the ever increasing cost of running the institute and programmes without increasing the fees.

2. Requirement from regulatory bodies to fulfill infrastructure and instructional facilities particularly for accreditation.

3. Fast changing requirements of the IT Industry due to advancement of technology.

4. Fluctuations in the job market and placement

5. Limitation on international collaboration due to various constraints.

6. Admissions are regulated by statutory authorities, making it difficult to achieve 100 percent admission

7. Limited facility for R&D and Consultancy.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute's Vision, Mission and Quality Policy, enables the faculty members to impart quality technical education and skills to the students for MCA Programme. The curriculum is prescribed by the University, with the assistance of Industry Experts and Faculty members. Effective curriculum delivery is ensured through an innovative teaching learning process and documented in the Faculty Handbook. The Academic Calendar is adhered to during the semester including Continuous Internal Evaluation. The faculty members assist the University in curriculum development, as members of BoS as well as take part in examination work. Choice Based Credit and Grading System (CBCGS) has been followed since the year 2016. Certification and Add on Courses are conducted for the students on a voluntary basis. 137.22% percent students are enrolled in add-on or certificate programs. Co-curricular and extra-curricular includes topics of Professional Ethics, Gender, Human Values, awareness on social environment and Sustainability through with students participation under UBA and DLLE and interaction with community. The focus is on Innovation Projects and Research on Sustainability in the domains of Agriculture and Medicine. 15.65 percent courses include experiential learning through Internship in the final semester including live industry projects. All students undertake project work in the first and second year and Internship. The Feedback process from the stakeholders include collection, analysis for which necessary action is taken. This includes Students (on Infrastructure, Teaching Learning process etc.),

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Employers (employee performance), Alumni (curriculum, placements) and Parents (overall program satisfaction).

Teaching-learning and Evaluation

Average admissions for the last 5 years is 99.94%. The reservations as a minority Institution include Minority community (51%), Management quota (20%) and State Govt. quota (29%). The reservations for reserved categories are applicable to the state government quota only. The advanced learners and slow learners are identified based on graduation and Semester exams. Advanced learners are given high level projects and assignments and slow learners are oriented for improvement. Teacher student ratio is 1:15. The teaching in the classroom and laboratory is as per Participative and Problem solving methodology. The experiential learning is through mini projects and Internship. Innovative Teaching-Learning process and ICT tools are used for effective delivery of curriculum. Mentorship system is for individual attention of students. At present about 15% of teachers are Ph.D. holders. Sponsorship policy encourages faculty members to do Ph.D. There are number of senior regular teachers with over 10 years of service. Internal exams are conducted twice in each semester according to University and ISO guidelines. The Grievances Committee deals with student grievances relating to examination. The grievances for external examinations are referred to the University. PO and CO are displayed at the Website and Notice board, and published in Lab manuals, Admission Brochure, Faculty Handbook. PO and CO attainment is evaluated by Direct and Indirect means including Curricular, Co-curricular and Extra-curricular activities. The average pass percentage for the last five years is 99.42%, through systematic teaching learning as well as mentorship process.

Research, Innovations and Extension

The research papers and research articles are published through Synapse, ICAIM - International Conference and Techtonics - Institute Research Journal. Faculty members participate in Conferences and Seminars and undergo - PhD. University gives Minor Research grants. IPR awareness training through Seminars and Workshops. Faculty members annually submit their research proposals to DST and to the affiliating University for Minor Research Grants and have received the same recently. One Faculty member has applied to University to become a Research Guide. Annual conduct of the innovation event Synapse encourages students to showcase their innovative ideas. Workshops are conducted annually on research methodology, IPR and entrepreneurship. The Faculty members publish research papers in UGC notified journals. Faculty members have presented and published 150 papers in the national and international conferences. The students conduct Extension activities through DLLE and UBA and interact with Farmers from UBA villages and economically deprived residents from the nearby locality. These activities sensitize them on social issues for holistic development. Free mobile App have been developed for Municipal Corporation of Greater Mumbai (MCGM). During the last five years the Institution has received 5 awards for extension services through DLLE. More than 70% of the students participated in the extension activities. On an average 40 collaborative activities for research and internships are conducted. 10 MOUs have been signed by the Institute.

Infrastructure and Learning Resources

The Institute has infrastructure and learning resources beyond the minimum norms to deliver MCA Program to

the learners to make them ready for the IT Industry. Total built up area of 3675 Sq, Mts. is adequate for infrastructure and physical facilities, which includes 8 class rooms, 5 labs, Computer Center, Seminar Hall and Library etc. with ICT facilities to deliver quality MCA Program of 2 years duration with 180 intake. For holistic development of the students there are facilities and equipment for indoor and outdoor games, well equipped Auditorium and Seminar Hall for co-curricular and extra-curricular activities. Average expenditure, excluding salary for infrastructure augmentation during last five years is 67%. Library is automated using the Integrated Library Management System (ILMS) - Koha Software. The Institute has Learning resources as e-journals - IEEE ASPP online International e-journals, e-ShodhSindhu, Shodhganga Membership, e-books, Databases like Ebsco IT core e-books and Remote access to e-resources. Annual average expenditure on Library is 8.6 lakhs. There is 17% per day usage of the library. The IT facilities (hardware and software) are updated. The computers are updated periodically. The Institute has a Wifi facility and Internet broadband connectivity of 100 Mbps. With student strength of 360 and 120 computers the ratio is 1:3. For practicals each Student uses 1 computer. Average 67% of expenditure is incurred on maintenance of infrastructure. The procedure for maintenance and addition is as per ISO for support facilities maintained by the Support staff except major requirements with necessary financial powers.

Student Support and Progression

On an average 25% of the total student strength belonging to the Reserved and Backward category get Freeships. Two students per year are given Institute Scholarship. Sessions on Soft Skills are included in the curriculum including Language Lab training. Guest speakers deliver sessions on communication skills. Health and Hygiene, Self Defense and Yoga sessions and ICT workshops on latest technologies are conducted. Career guidance is given by professionals for competitive exams for future career. The Institute has committees for Grievance Redressal, Women's Development, Internal Complaint Committee and Anti-Ragging displayed on website. The teachers solve student problems and difficulties. Examination grievances are handled promptly by the Exam department. On an average 50% of outgoing students are placed. About 5% of students progress for higher education, since MCA being a terminal Program provides ample opportunities for direct placements. Average % of Students qualifying in state/national/ international level examinations during the last five years (eg: GATE). Seven awards have been received for outstanding performance in sports and cultural activities at university level. Holistic development activities are conducted to encourage students to provide IT solutions for societal problems. The students are members of various Institute Committees (ECell, CSI, IEEE, ICAIM, IoT, R&D, Techtonics Research Journal etc.) to learn administrative and leadership roles. On an average students participated in about 10 sports and cultural events or competitions. The Institute has a registered Alumni Association that is leveraged for enhancing the application of IT skills by the students in the world of work.

Governance, Leadership and Management

The Governing Council's decisions for fulfilment of the Vision as per its Mission is to make TIMSCDR a premier Institute for Software Application Education. Institute has modern infrastructure in a green campus with academic ambience. The innovative teaching methodologies are adopted for quality education to train competent leaders in IT industries. The Institute Organogram defines administrative structure and its ISO includes quality processes. The Director, HoD and Faculty members are delegated powers for running the Institute. The industry experts, faculty and student members participate in various functions. All matters are reported to the GC and CDC. The post employment performance graduates attract Industry for campus placements. The Institute plans activities for allotment of assignments to staff. The progress is monitored for

corrective actions. The deployment of the planned task and achievement are recorded in the Faculty Diary. The implementation of e-governance for Institutional functions commenced from 2015. The institute has Employee and Student Handbooks covering the duties, responsibilities and protocols for guidance and implementation. All staff undergo Development and Training Programme. Financial support is given including membership professional bodies. The staff Performance Appraisal is conducted and shared with them. Internal and external financial audits are conducted by Institute's CFO and external Auditors. The institute is self-financed and is run with student fees with support from management. The funds and resources are mobilized for optimum utilization. The IQAC adopts processes for quality assurance by training for staff, including LMS, NPTEL Certification courses and Academic Audit.

Institutional Values and Best Practices

The Institute observes gender equity and gives equal opportunity to female staff and students in all activities, provision of facilities, committee membership, safety and security etc. The WDC organises events for women's empowerment. Programs for the safety of girl students are organized. AUP conducts entrepreneurship. There is a Women's Grievances Committee and ICC. A quarterly workplace satisfaction survey is done. LED bulbs and appliances with Energy Star are used. Light/fan/AC are switched off when not needed. Solar energy awareness programs are conducted. E-waste is managed through an authorized agency. Separate wet and dry waste collection bins. There is a rain water harvesting and borewell facility. Green campus with ban on single use plastic, and reduced use of paper through e-processes. Reduction in private vehicles by using public transport and the use of bicycles. Quality audits on water, waste and energy are conducted. Barrier free movement facilities and lift for Divyang and with special toilets. Institute has staff and students belonging to various states, to have multi linguistic and cultural harmony. Welfare activities promote social responsibility. Constitutional obligations and necessary guidance is given through events on national days. Code of conduct has been prescribed for Students and staff and displayed on the website and notice board and mentioned during the Induction programme. National and international events are celebrated. Best practices of the Institute include Focus on Application of IT in Healthcare - Agriculture and Holistic Student Development

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	THAKUR INSTITUTE OF MANAGEMENT STUDIES, CAREER DEVELOPMENT AND RESEARCH
Address	Thakur Educational Campus, Shyamnarayan Thakur Marg, Thakur Village, Kandivali - East
City	Mumbai Suburban
State	Maharashtra
Pin	400101
Website	www.timscdrmumbai.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Vinita Gaikwad	022-67308301	9930235113	022-2885252 7	director@timscdrm umbai.in
IQAC / CIQA coordinator	Rupali Jadhav	022-67308302	9145505070	022-2885252 7	rupali@timscdrmu mbai.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Certificate - TIMSCDR.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Minority (Hindi Linguistic Minority)
Any Other	

Establishment Details	
Date of establishment of the college	28-06-2001

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	09-09-2021	View Document
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**
AICTE	View Document	29-06-2021	12	Yearly basis EoA

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

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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	Thakur Educational Campus, Shyamnarayan Thakur Marg, Thakur Village, Kandivali - East	Urban	0.5	3599.62

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
PG	MCA,Mca	24	Graduation	English	480	474

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				1				4				12
Recruited	0	0	0	0	1	0	0	1	2	7	0	9
Yet to Recruit				1				3				3
Sanctioned by the Management/Society or Other Authorized Bodies				1				4				16
Recruited	0	0	0	0	1	0	0	1	3	13	0	16
Yet to Recruit				1				3				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				19
Recruited	12	7	0	19
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	12	7	0	19
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				3
Recruited	2	1	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	2	6	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	7	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	316	10	0	0	326
	Female	89	0	0	0	89
	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	4	2	1	0
	Female	2	1	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	5	3	1	1
	Female	3	4	3	2
	Others	0	0	0	0
General	Male	317	256	251	247
	Female	84	88	104	110
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		415	354	360	360

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institute is affiliated to the University of Mumbai for its Master of Computer Applications (MCA) Program. The syllabus prescribed by the University for the program contains interdisciplinary subject like

	Management. Besides, the Institute conducts co-curricular activities, which are supplementary and of interdisciplinary nature specifically focusing on the domains of Agriculture and Healthcare.
2. Academic bank of credits (ABC):	The Institution is registered under the National Academic Depository (NAD) which facilitates the ABC.
3. Skill development:	Institute promotes and conducts Skill Development programs and Certifications for the students on technical (workshops on emerging technologies) and non-technical topics (Soft skill development).
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Institute promotes and participates in the initiatives by the Government for the spread of the Indian Knowledge System to create awareness among the students. Eg: Nadi Ko Jano Abhiyan, Ek Bharat Shrestha Bharat.
5. Focus on Outcome based education (OBE):	The conduct of each Course under the MCA Program emphasizes on what skills and knowledge the student will gather on completion of the course, which is defined through the Course Objectives (COs). Further, the MCA Program also has well defined Program Educational Objectives (PEOs) clearly articulating what the student is expected to know and be able to do after completion of the MCA Program, thus focusing on Outcome Based Education (OBE).
6. Distance education/online education:	At present the Institute conducts the full-time Program of MCA as per the University of Mumbai pattern and at times of need the teaching process is done Online. Distance learning has not been introduced.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
67	52	52	50	47

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
415	349	355	342	338

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
96	64	65	63	61

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
120	115	118	107	107

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	22	23	24	24

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
28	22	24	24	24

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 9

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
207.79	258.77	330.36	274.05	227.42

4.3

Number of Computers

Response: 120

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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:

The Institute follows the **syllabus for Master of Computer Applications** laid down by the University of Mumbai. Syllabus copy is placed in the library and soft copy is uploaded on the Institute website.

Curriculum Planning:

At the start of the academic year the detailed curriculum, its planning and delivery is finalized. This includes University of Mumbai syllabus, **co-curricular and extra-curricular activities** to enhance employability. This is done through coverage of syllabus with **innovative teaching**, lab experiments, experiential and participative learning methodology. The co-curricular activities are through field experience, industry interactions and internships. The element of extra-curricular activities in the curriculum is included through activities like Technical Fest, ECell activities, Social Activities like village and school visits.

The **Timetable** is prepared in a manner to include all the above activities for effective execution. For this the **Semester Plan** is prepared as per ISO guidelines to cover the prescribed syllabus and other activities. **Orientation Programme** for first year students along with parents is conducted as per academic calendar to give them insights on curricular, extra-curricular and co-curricular activities. First session of each course ensures dissemination of course Outcomes (CO) and Program Outcomes(PO). The subject experts are allocated as a **validator** to **validate notes** in the semester plan at regular intervals on syllabus coverage.

Curriculum Implementation:

The faculty members include additional topics for proper learning and enrichment - **content beyond syllabus**. During the course the faculty conducts **Continuous Internal Evaluation** as per plan which includes **Tutorials and Module-wise assessments**, thereby keeping a constant check on effectiveness of learning. The **Doubt Solving sessions** are conducted as and when required.

The HoDs and the Director verifies timely completion of stated topics in a documented semester plan along with **Random Visits** and **monitors attendance** at regular intervals. Lecture span is 60 minutes, for understanding, absorption and retention. Institute ensures 52 (for 4 & 2credit), 40(for 3-credit) and 26 (for 1-credit) classroom sessions for each course.

The learning level is assessed for every course through Continuous Internal Evaluation followed by guidance to students by giving topics for self learning. The students who have **failed in internal and external examinations are counseled**. As per the semester plan HoD and Director keeps a constant check on the quality of the teaching learning process by monitoring the **Semester plan in Faculty Handbook**

In order to inculcate self learning, the library issues reference books to students under the **Book Bank Scheme** and also provides **online e-Resources** for this purpose the faculty gives guidance to the students.

At the end of the semester, the faculty members calculate **attainment level for CO and PO** as per Student feedback about the Course, marks attained through Internal and external examination and evaluation of co-curricular and extra-curricular activities . The entire process is documented in the Faculty Handbook.

This process also includes **Academic Audit**, the **Feedbacks from students** on the curriculum and its delivery.

The curriculum planning and implementation is reported to the Advisory Board, CDC and Governing Council.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The Institute plans the **Academic Calendar** as per the **Arrangement of Terms** laid down by the University of Mumbai, including the dates of commencement and term end of semester, schedules of Internal examinations, dates of practical examination and viva-voce and theory examinations.

Academic Calendar includes theory and practical sessions, **Continuous Internal Evaluation (CIE)**, Internal Examinations and Term End examinations interspaced with other co-curricular and extra-curricular activities. The **timetable** is prepared and implemented for adherence.

The syllabus delivery planning includes theory and practical as per calendar spread over the Program including Continuous Internal Evaluation which ensures learning by the students.

Semesters I, II and III **curriculum include Mini Projects** as part of lab practical, as a separate course and students are evaluated based on **Mini Project Rubrics**.

Internship is included in semester IV for experiential learning through projects in industry, under guidance of industry professionals (external guides) and faculty members (internal guides). Internship projects are evaluated by external examiners appointed by university, based on the **Internship Project Rubrics**viz. Problem Definition,Analysis & Design, Implementation and Project outcome and Presentation. This classification is used in the final **evaluation of PO attainment**.

The students are assessed based on Internal Examination, Continuous Internal Evaluation and **Semester End Examination for theory and practical courses**. The Internal Exam is conducted after covering 50-60 % of the syllabus. The Examination schedule is displayed on the Notice Board at least

seven days in advance.

The examination papers are evaluated within seven working days after the examination is over followed by moderation. The answer sheets are shown to the students and corrections made where necessary. The students who have **failed are counseled** by faculty members and records maintained in the Faculty handbook. These slow learners are assigned **Remedial work**. Students who miss Internal Exams for genuine reasons are given another opportunity for the same in order that they do not lose the term.

Lab practicals performed by the students are evaluated by the respective subject teacher based on the **Lab Rubrics** parameters such as Subject Knowledge, Technical Documentation (Lab file), and Level of Interaction and Behavioral attitude. The schedule of semester practical examinations as per the arrangement of terms and the question papers are set by external examiners.

In order to ensure learning by the students the Institute plans and conducts continuous internal evaluation. The test is taken after completion of each chapter and the assessed answer sheets are shared with the students to give them opportunity for improvement.

The university curriculum includes **tutorials for selected subjects** in which students have to answer specific questions and are graded.

The average marks secured by the students in the Continuous Internal evaluation and tutorials are included in the mark sheet for declaration of final results by the university. The process of CIE and tutorials is advantageous as it ensures regular attendance and continuous learning by the students.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 1

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 12

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	3	3	3

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File Description	Document
List of Add on /Certificate programs	[View Document](#)
Brochure or any other document relating to Add on /Certificate programs	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

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

Response: 88.87

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

2020-21	2019-20	2018-19	2017-18	2016-17
170	383	322	433	258

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The Institute uses Holistic approach for the overall development of its students and organizes sessions relevant to cross-cutting issues like Professional Ethics, Gender, Human Values, Environment and Sustainability over and above the curriculum of the MCA Program.

Professional Ethics:

Curriculum - The Syllabus of the MCA Program includes following courses that train students in Professional Ethics

Compulsory Courses:

1. Soft Skill Development
2. Institute Social Responsibility
3. Internship
4. Ethics & CSR

Elective courses:

1. Ethical Hacking
2. Digital Forensic

Guest Sessions -

Speakers are invited to conduct sessions to imbibe Professional Ethics amongst the students.

Gender:

No discrimination is done in matter of recruitment of Faculty, staff and admission of students, as well as allocation of duties etc. Both boys and girls participate jointly in all activities without any gender discrimination. Various programs have been organized for boys and girls such as health check up, personality development etc.

Internal Complaint Committee has been established for counseling on receipt of any grievances.

Women's Development Cellorganizes sessions on women's health, safety and empowerment

Human Values:

The Institute has prescribed Code of Conduct for staff and students which includes cross cutting issues.

As per the guidelines of AICTE, TIMSCDR organized an Induction Program on **"Universal Human Values"** for students with an objective to disseminate right human values like happiness, harmony, and prosperity as part of delivery of Value Education amongst students. The academic timetable incorporates one hour's session for students on every working Saturday on UHV.

The staff members have attended 5 day's online workshop on Universal Human Value on the theme "Inculcating Universal Human Values in Technical Education" organized by AICTE. This has helped faculty members to beUHV Mentors.

Social activities which include working with NGOs, **Blood Donation Camp, health check-up camp, Rally for Rivers, Swachh Bharat Abhiyan, UnnatBharat Abhiyan, guest lectures and Environment Awareness** have been organized.

Students participated in **street plays, poster competitions**, and awareness campaigns relating to societal issues under the **Department of LifeLong Education (DLLE)**, UoM.

Environment and Sustainability

In order to sensitize students about the social awareness, values and environmentally responsible behavior among students, the curriculum has a **"Green Computing"** and **"Institute Social Responsibility"** course. Institute organizes a number of activities such as seminars, workshops, conferences, guest lectures, industrial visits and field visits for students. Annual **Conference ICAIM** was conducted on Waste Management in 2019and on Sustainability and UN Goals of Sustainability from 2020.

Institute infrastructure facilitatesplastic free environment, disposal of **electronic waste, paper conservation, tree plantation and dry and wet waste management.**

Institute has created awareness amongst studentsand staff members about the importance of conservation of water and electricity by displaying posters in the premises.

All light points have been fitted with LED bulbs.Posters are placed in classrooms, labs, library and reading room, Director's cabin, faculty rooms, boys and girl's common rooms, Administrative Office, toilets and corridors to switch off lights, fans, AC and computers etc. when not in use to save electricity

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)
Any additional information	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 18.21

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
9	10	10	10	9

01-09-2022 10:30:21

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Any additional information	[View Document](#)

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

Response: 100

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 415

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

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

1.4.2 Feedback process of the Institution may be classified as follows: Options:

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

2.Feedback collected, analysed and action has been taken

3.Feedback collected and analysed

4.Feedback collected

5. Feedback not collected

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

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 99.17

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
180	115	120	120	120

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
180	120	120	120	120

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
96	64	65	63	61

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

01-09-2022 10:30:21

2.2 Catering to Student Diversity

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

Response:

The Institute identifies the advanced and slow learners as mentioned below:

Faculty assesses the learning levels based on the following key indicators:

1.   Performance in University Examination of previous semester

2.   Performance in internal examinations

3.   Students' engagement in lectures /labs /tutorials

4,   Students' showing interest in acquiring advanced technical know-how.

Slow learners -Those students who have secured less than 45% in any course are identified as Slow Learners. These students are not able to keep pace with the classroom teaching due to poor grasping power, absenteeism and attention issues, personal or psychological problems.

Efforts undertaken for slow learners:

- **Doubt solving classes** conducted by subject teachers with appropriate focus on the topics in which the students have difficulty.
- **Remedial Assignment** given to students for extra practice along with proper guidance from faculty.
- **Individual academic counselling** done by concerned subject teachers.
- **Mentoring** - Slow learners are counselled personally and motivated by the Mentors. Mentors maintain the entire academic record of their student mentees which is also conveyed to the parents from time to time.

Other than these standard measures, every faculty depending upon the subject being taught takes innovative steps individually to reach out to students in an effective manner, such as pairing them with brighter students in group activities.

Advanced learners - Those students who have secured more than 75% are identified as Advanced Learners. These students have good comprehension, are ahead on the learning curve, and have a proactive attitude. Secondly they show interest in acquiring advanced technical know-how.

The Institute also has a robust mentoring system (elaborated in 2.3.3) in which the faculty mentors assess learning abilities of mentees based on their academic performance, behavioural, psychological and social aspects.

Efforts undertaken for advanced learners:

1. **Training programs** conducted for gaining advanced technical knowledge, beyond the MCA curriculum.
2. Guidance and support given to participate in various events like hackathons, poster presentation, conferences, inter institution competitions etc.
3. Guidance given to enrol in **MOOC courses**
4. Guidance given to enrol and participate in the events organized by professional bodies like **IEEE, CSI, NASSCOM**
5. **Personal Counselling** by Faculty mentors
6. **Awards and recognition** given to students who excel in exams at the University level. Details of academic excellence of toppers are displayed on the Institute Notice Board.
7. Encouraged and opportunities given to become members of various student managed bodies and events to develop skills beyond academics.
8. Presentation and publication of Research Papers in Conferences
9. Besides the above points the following additional projects are undertaken for the benefit of students who are interested in the same:

- Students undertake projects in the Institute's **IoT Lab**
- Participation in the live **Consultancy Projects** under the Consultancy Cell of the Institute on upcoming technologies such as Android and Python Programming for opportunities to work on live projects.

File Description	Document
Upload any additional information	[View Document](#)
Past link for additional Information	[View Document](#)

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

Response: 16.6

File Description	Document
Any additional information	[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:

The Institute practices student centric methods to ensure that students play an active role in the learning process. The implementation of the same is verified during the Semester End Review and **Academic Audit**. The conventional method of conducting lectures interspersed with discussions and doubt solving is commonly adopted by all the teachers. This is complimented with approaches of experiential learning,

participative learning and problem solving methods to ensure effective learning, through the following –

Lab Experiments - Each semester has at least 2 labs based subjects where students implement practically the concepts learnt theoretically in the Classroom

Mini Projects - At Sem II and III as part of the curriculum for laboratory courses students submit Mini Projects via report and presentation which are evaluated and graded by internal faculty.

Internship Projects - During Internships, at Semester IV students work on projects in the industry for six months, under the guidance of industry professionals (guides) and are evaluated by examiners appointed by University of Mumbai

Group Presentation - As per subject requirements, students give group presentations as part of their assignments.

Institute Research Journal - Institute has its own Research Journal-Tech Tonics published biannually with research papers and articles written by students.

Institute Magazine - Eminence published annually incorporates literature written by students on non-technical topics. Students are a part of the editorial committee for both the publications. Students are part of the editorial committee of the Institute Magazine - Eminence. Publishing articles authored by the students.

Hands on workshops - Conducted on emerging technologies to enhance technical skills.

Industrial Visits - Conducted once every year to give students firsthand experience of the technologies used in the Industry.

Research Paper Presentations and Publications - Research Papers are presented by students on contemporary topics to enrich their learning experience during the annually hosted Conference by the Institute. These presentations are reviewed by Industry professionals and senior academicians.

Synapse - Theme based Innovation competition in which student groups design and creates unique IT solutions.

Inter College competition - Students participate in various extra-curricular competitions through **DLLE-UDAAN** and co-curricular competitions such as **Avishkar**.

IoT awareness programs - Students conduct IoT awareness programs in schools wherein school children are taught the basics of IoT and give demonstrations of projects developed by them.

Independent self-learning is provided by access to e-resources such as MOOCs - Spoken Tutorials, **NPTEL**, **online journals for self-paced learning** , along with a conducive environment with 100 Mbps bandwidth Internet and Wi-Fi enabled campus and Digital Library.

File Description	Document
Upload any additional information	**View Document**
Link for additional information	**View Document**

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Teachers use ICT enabled tools to deliver effective teaching learning to all students irrespective of their teaching learning abilities. Use of ICT in teaching learning has enhanced the necessary technical skills of the teachers and the students. Teachers use licensed and trusted online applications and Learning Management tools over and above the traditional ways of teaching learning to enhance students' learning abilities.

The Institute is **Wi-Fi** enabled and has an **internet connection with 100 Mbps** facilitates access to various e-resources by teachers and students. Teachers and students are able to access resources which are available online on the Institutes registered drives. Students use these resources for project work, lab assignments, and course work.

Following ICT tools provided by the Institute are adopted in the teaching learning process:

1. Institute has six **ICT enabled classrooms** equipped with PCs and projectors to facilitate lecture delivery using PowerPoint with other visual aids. Teachers uses tools to make the lecture sessions more engaging and interactive as follows –

- Videos
- Animations
- Demonstrations of software tools
- Google forms etc for quiz and feedback
- YouTube for access to recorded lecture sessions

1. All **computers labs** are connect through LAN and equipped with internet connectivity.
2. Lecture notes, presentations, assignments etc. are uploaded by teachers on ERP. Similarly students submit assignments on the online platform of the Institute for assessment and grading by the teacher.
3. Students use e-learning platforms which facilitate independent learning wherein students can access online course contents using **NPTEL**, **Spoken tutorial** (IIT Mumbai) etc. e-learning platforms enhance student learning.
4. The Institute has its own **YouTube channe**l which various guest speaker sessions and events are available.
5. The **G-suit platform** is specifically used during the pandemic to facilitate online teaching learning. Faculty members and students interact in Virtual Classrooms. Faculty members upload course material, assignments and lecture notes in the Classrooms. Students submit assignments in the Virtual Classrooms. Grading of assignment and conduct of tests is done in the Virtual Classrooms.
6. The Institute has a **Digital Library** equipped with nine PCs to access e-resources like **e-books, e-Journals**, soft copy of question papers and syllabus.

7. The library has access to **190 IEEE ASPP International, e-journals, 3777** e-books and student project reports catering to the needs of students in research & project areas
8. Digital library resources and online content are used by teachers where the courses need the latest information. Online journals are used by both faculty and students for research paper writing.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View Document](#)

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

Response: 17:1

2.3.3.1 Number of mentors

Response: 25

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[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: 97.02

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality /

D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 1.67

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	2

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

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

Response: 4.98

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

Response: 124.5

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Parents and Students are informed about **Continuous Assessment through Internal Exams**, **Tutorials** and **Module Wise Tests** based on the UoM guidelines, during the Orientation Program which include two internal tests every semester - **first after completion of 1/3rd and 2/3rd of the syllabus** respectively. The test dates are mentioned in the **Academic Calendar**. This is also included in ISO and Institute website. The students are also informed about the process and parameters for evaluating internal assessment for the same by the Faculty members including allocation of marks.

The **Institute's Examination Committee** arranges the Internal Squad and Unfair Means Committee for smooth conduct of all examinations.

The guidelines for summer internship project & dissertation evaluation are provided to students. Institute encourages students to adhere to ethical practices.

Conduct of Internal Exam

The process of conducting an internal examination is explained to the students by the subject faculty member. They are also informed of the schedule of examination as per Academic calendar. The **Internal Exam TimeTable** is displayed on the notice board and Institute website to keep the students well informed.

- Question Paper and Exam Schedule

```
Question paper is set keeping in mind the Course Outcomes and learning levels using Bloom's taxonomy
Faculty members submit two sets of test papers after getting reviewed by HOD- ACA to the Examination In
charge. Test paper is kept in safe custody under lock and key by the Examination In charge as a special
care so that the paper is not leaked. HOD-ACA prepares the Invigilation Chart for the exams. The papers are
handed over to the invigilators by the Examination In charge on the day of the examination.
```

- Seating arrangement

To prevent malpractices every room has up to 30 students with one invigilator. **Seating arrangement** is displayed on the Notice Board. The answer sheets are distributed and invigilators take **attendance**.

Evaluation Process

- **Evaluation of answer sheets**

The answer sheets are evaluated and **moderation is done up to 5% sheets**. Faculty shows the answer sheets to the students within 7 working days. Any errors in the answer sheet are rectified to the satisfaction of students.

- Evaluation of Practical Assignments

Internal assessment of students' Practical Assignments which are maintained as lab records in the LMS. These are evaluated as per **Lab rubrics.**

- Evaluation of Mini (Summer) Projects:

Mini (Summer) Projects assessment is done by the mentors as per the Project Rubrics in the relevant semesters. Students are advised to adhere to ethical practices.

- Evaluation of Internship Projects:

Internal assessment of Internship projects is done through **Project Rubrics** by Institute Faculty members.

Student Grievances

The students' grievances, if any, are settled by the Institution.

Counselling

Individual counselling of failures is done by the respective **faculty members** and record is maintained in the Faculty Handbook. **Remedial work** is taken if needed.

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Robustness in Internal examination

- Review regarding the concurrent evaluation (CCE) parameters is done in departmental meetings.
- The syllabus coverage is discussed in the classroom and doubts clarified.
- The schedule of examination is strictly adhered to.

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

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

Response:

Grievances relating to internal and external examinations are addressed in a transparent, time bound and efficient manner. Institute follows **University guidelines** for conduct and assessment of internal and external examinations and these are communicated to the students. The Examination Department headed by one of the senior faculty members coordinates with the University for all matters relating to examinations and including student grievances with the University. The Institute has formed an **Examination Committee** for conduct of all examinations. The process of planning and conducting examinations is framed by the committee and notified with the approval of the Director.

Grievances in the Institute Level Examination

Post internal examinations, students are shown their evaluated answer scripts. In case of any error in evaluation or calculation of marks, it is resolved by faculty members. If the student is not satisfied, then the matter is put up to higher authorities for resolving the same.

Grievances in the University level Examination

1. The rules and regulations for examinations laid by the University of Mumbai are notified on the website. This information is given during the induction program.
2. The **UoM notifies the schedule of each examination** well in advance which is communicated to the students on the notice boards and website.
3. The UoM uploads on the portal the list of students who are eligible to appear in the exam. The institute ensures that the **relevant student data is communicated to UoM** by the Exam Dept.
4. Based there on the UoM issues **hall tickets** to the students which are distributed by the Exam Dept. In case of any discrepancy, the issue is resolved by the Institute.
5. The timetable for the conduct of the exam received from the UoM is displayed on the notice boards and institute website.
6. During the conduct of the exam the Director authorizes an **Internal squad** to ensure proper invigilation as well as random frisking of students. UoM Squad may also visit the Institute during examination.

7. The question papers are sent by mail to the Director of the Institute about an hour before the commencement of the exam. The questions papers are printed and distributed as per the timetable.
8. The **answer books** are packed and sealed at the end of the exam. These are collected by the UoM staff. These scanned copies of the answer books are uploaded by the UoM on their portal which can be accessed by the authorized Faculty members only for evaluation.

In case of emergency the matter is resolved on the phone while the examination is in session. The grievances of the students in respect of University exams are forwarded to the UoM .

Exam Related Grievances

Following are typical types of grievances related to exam:

1. Student's name not found in the eligible list
2. Hall ticket not received
3. Mistakes in the hall ticket relating to name, subject, etc
4. Allocation of centers near residential vicinity.
5. Allocation of different centers for same student for regular and ATKT
6. Divyangjan's support not received
7. Printing mistakes in question paper
8. Questions out of syllabus

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The Outcome Based Education (OBE) focuses on students' learning. In the OBE process, importance is given to learning by students after completion of course and program. The Course Outcomes (COs) and Program Outcomes (POs) are assessed.

Program Outcomes are defined for its MCA Program in line with University of Mumbai guidelines. 12 POs are framed taking into consideration the **Programme Educational Objectives** (**PEOs**) defined by the Institute and Graduate Attributes (GAs) defined in the NBA guidelines manual. Input from stakeholders such as faculty, alumni, industry professionals and parents are taken into consideration while framing POs.

 The POs are published and disseminated via multiple means viz.

1. Digital Media - Institute website http://www.timscdrmumbai.in/Visionmission.html
2. Displayed at prominent places in the Institute - Director Cabin, faculty cabins, notice boards, classrooms, and computer labs.
3. Verbal information in Orientation / Induction programme and during the subject orientation.

Course Outcomes are defined for every subject keeping in mind the learning levels defined by Bloom's Taxonomy. The course outcomes defined are mapped with the Programme Outcomes. Course Outcomes are defined for every course by the concerned course faculty and are approved by the subject expert and the HoD- Aca. COs are revised with every syllabus revision for MCA Program curriculum, which is usually every 4-5 years.

CO attainment values along with **CO-PO mapping** help to evaluate the PO attainment. The PO attainment is calculated for each course as per its CO attainments. This is subsequently done for all the courses of the MCA Program.

The COs are published and disseminated via multiple means viz.

1. Print Media - **Faculty Handbook**

2. Physical displays - Classrooms and computer labs

3. Verbal information during the course orientation

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Past link for Additional information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Course Outcomes (COs) for every course in the MCA Program are defined in the **syllabus by the University**. The attainment of COs is based on Direct and Indirect assessment. CO attainment values along with CO-PO mapping helps to evaluate the **PO** attainment. As per the calculations of attainments of individual COs of each course, the PO attainment is calculated for that course and subsequently for all the courses in that programme.

Course Outcome attainment is based on the following components:

· **Direct assessment (80% weightage)**

 1. Internal examinations - Exams of 20 marks are conducted for every theory course. Term work marks

are given on the basis of Continuous Assessment for all labs.

2. **University examinations** - At the end of instructional period during each semester, university conducts the semester end examination. Total number of students passed including first class and distinction, success rate is analyzed on result declaration.

3. **Project** (20% weightage – mini summer projects done after Semester II and III evaluated by internal faculty, 80% weightage – 6 month Internship project during Semester IV is done in industry evaluated by examiners appointed by University of Mumbai.).

4. **Research Paper** (Seminar) - In Semester IV students have to write a research paper and try to publish it in reputed conferences/ journals. This paper is presented to and evaluated by examiners appointed by University of Mumbai.

 Indirect assessment (20% Weightage)

1. Course Survey - Conducted at the end of every semester to evaluate the learning gathered by students for every course. Formal system for taking Course Survey has been started from November 2017.

Program Outcome attainment is based on the following components

·   **Direct assessment (80% weightage)**

1. **Course Outcome attainment**

 Indirect assessment (20% weightage)

1. **Exit Survey** - At the end of the final year of the programme the students are required to fill out an exit survey that gives an indirect measure of attainment of POs during the three year programme. Formal system for taking Exit Survey has been started from June 2018.
2. **Corporate Feedback -** Obtained from the industry in which the student does his/ her internship. The Feedback Form was revised in August 2017 to align it with POs.
3. **Evaluation of co-curricular and extra-curricular activities** - A range of co-curricular & extra-curricular activities are conducted giving due consideration to holistic development of students. Formal system for evaluation of activities has been started in the Institute since the academic year 2017- 2018.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 99.27

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

2020-21	2019-20	2018-19	2017-18	2016-17
120	115	117	106	105

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

2020-21	2019-20	2018-19	2017-18	2016-17
120	115	118	107	107

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document]()
Upload any additional information	[View Document]()
Paste link for the annual report	[View Document]()

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.44

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document]()
Upload any additional information	[View Document]()

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1.10	0.14	0.71	0.15

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)
Any additional information	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 0

3.1.2.1 **Number of teachers recognized as research guides**

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 100

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Any additional information	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Institution has created an ecosystem for innovations and initiatives for creation and transfer of knowledge and provided suitable infrastructure and opportunities to students to inculcate innovative thinking. Several curricular and co-curricular activities like guest lectures, involving industry experts in Institutional events, Industrial Visits, Research Paper Publication etc.

The institute has a well stacked Library with books and research journals and e-resources like online journals which form an integral part of the innovation ecosystem. The institute library has 13,233 books, 800 reference books, 3,777 e-Books, along with 18 printed National Journals, 18 printed International Journals, 190 online IEEE International journals, 3 magazines and 6 newspapers available for faculty members and students.

The Computer Labs are well equipped with necessary hardware and software and are connected through LAN. The institute provides high speed internet with 100 Mbps and Wifi facility for faculty members and students to access necessary resources and communicate online.

The R&D Cell conducts workshops, seminars and conferences and encourages students to ideate through regular interaction amongst themselves, faculty members, and industry experts. The Institute Research Committee has as its members industry experts and research scholars. The committee meets twice in the

year and action is taken on the suggestion given by the expert members. The R&D Cell is instrumental in conducting the annual international conference ICAIMand providing opportunities to faculty members and students to submit Research Projects through government and institute funding.

The IoT Excellence Lab provides the students with necessary facilities to experiment and develop innovative IoT projects and apply classroom learning to live projects. These learnings by the students are not limited to the institute but are shared with school children. TIMSCDR students conduct hands-onworkshops for secondary school childrento create awareness and skills in IoT.

The IPR Cell conducts guest sessions and workshops on IPR and Patenting to create awareness amongst the students. The IPR Cell has filed and received Copyright for 4 literary works.

The Institution Innovation Cell - IIC organizes sessions under the directive of the Government on Research Methodology, IPR, Design Thinking, etc. so as to provide a base for research amongst the students.

Institute innovation event SYNAPSE provides the students a platform to interact amongst themselves, the faculty members and the industry experts to design innovative solutions for common societal problems. The technology-based projects mentored by industry experts and involving products and services are not only conceptualized, but designed and prototyped.

The institute encourages innovation through entrepreneurship. Ayan – Entrepreneurship Cell fosters the entrepreneurial spirit. Students are motivated to initiate start-ups by providing guidance through interactions with organizations like Aamhi Udyogini Pratishthan (AUP), MACCIA and Marathwada Accelerator for Growth and Incubation Council (MAGIC). TIMSCDR has also signed a MoUwith Aamhi Udyogini Pratishthan to promote entrepreneurship skills amongst girl students. The Institute has membership of prominent professional bodies, namely CSI, BCCI, NASSCOM and MACCIA for fostering enhanced Industry interaction.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
09	2	4	4	1

File Description	Document
Report of the event	<u>View Document</u>
List of workshops/seminars during last 5 years	<u>View Document</u>
Any additional information	<u>View Document</u>

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

3.3.1.2 **Number of teachers recognized as guides during the last five years**

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<u>View Document</u>
Any additional information	<u>View Document</u>
URL to the research page on HEI website	<u>View Document</u>

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.97

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
09	01	02	11	0

File Description	Document
List of research papers by title, author, department, name and year of publication	<u>View Document</u>
Any additional information	<u>View Document</u>

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

Response: 4.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	19	21	18	31

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)
Any additional information	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The Institute focuses on holistic development of the students to make them responsible citizens by inculcating moral values through participation in extension activities. The extension activities carried out in the neighborhood community emphasize on community services with focus on social issues. These activities provide holistic development of the students.

Extension activities:

Department of Lifelong Learning and Extension (DLLE) with the motto 'Reach to the Unreach' is a project initiated by University of Mumbai offering students extension work projects encompassing social issues. The DLLE Cell at TIMSCDR has more than 100 students who participate in extension work projects.

The Cell routinely conducts activities that promote social well-being through Guest Lectures on health & hygiene, Blood Donation Camps, Tree Plantation drives, Swachh Bharat Abhiyan, Street Play, Awareness campaigns on Cleanliness, Health and COVID-19, etc.Students participate in Street Play based on societal issues to create awareness amongst people and have won awards at University level.

Impact - These activities conducted in collaboration with various organizations, inculcate ethical values and imbibe a sense of responsibility amongst the students towards the society.

School Visits - were conducted with the objective of imparting computer education amongst school children to enhance their technical and communication skills. The IoT team of the Institute, which includes

students, conducts hands-on training workshops for school children on Internet of Things (IoT) and communication skills.

Impact - Spread awareness among municipal school students about the latest IoT technology and help.

Village Adoption -Institute has adopted five villages under Unnat Bharat Abhiyan (UBA), a flagship program of the Ministry of Human Resource Development (MHRD), Government of India in identifying challenges and evolving appropriate solutions for accelerating sustainable growth. UBA Cell of the Institute conducts activities for the villagers such as awareness programs on health and hygiene, Waste Management, avoid Plastic usage, Covid-19 awareness, use of information technology for sustainable agriculture, etc. WhatsApp group of the adopted UBA villages helps to connect with the villagers to disseminate important information relating to government schemes and awareness on social, environmental, health and COVID-19 issues.

Impact - Students visit villages and interact with villagers to bring about awareness relating to social and environmental issues.

Women's Development Cell - organizes awareness sessions for women and girl students on issues relating to women's health. Sessions on Women Entrepreneurship and Self Defense are conducted for women empowerment and safety.

Impact - Provides opportunities for girl students to be self-reliant.

Institute Social Responsibility - Consultancy Cell of the Institute which has students as its members has developed Free mobile app-

"Monsoon Related Diseases" for Municipal Corporation of Greater Mumbai (MCGM) to create awareness amongst people about communicable diseases and government health facilities.

"Beat Diabetis" for Municipal Hospital - LTMGH, Sion to create awareness among people about Diabetes.

"Sneha Kaksha" - for Municipal Hospital - LTMGH, Sion to create awareness among women about Human Milk Donation.

Impact - The mobile applications are available for free on Google Play Store and are in four languages - Hindi, Marathi, Urdu and English for the benefit of the general public.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 9

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	02	04	01	02

File Description	Document
Number of awards for extension activities in last 5 year	
e-copy of the award letters	
Any additional information	

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 29

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

2020-21	2019-20	2018-19	2017-18	2016-17
09	06	06	04	04

File Description	Document
Reports of the event organized	
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	
Any additional information	

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 150.57

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
856	956	412	236	296

File Description	Document
Report of the event	[View Document](#)
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document](#)
Any additional information	[View Document](#)

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 455

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
89	77	103	100	86

File Description	Document
e-copies of related Document	[View Document](#)
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	[View Document](#)
Any additional information	[View Document](#)

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 20

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**

2020-21	2019-20	2018-19	2017-18	2016-17
04	03	06	03	04

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Institute is set up in a green, clean, and secured campus with a learning ambiance. The world class infrastructure and instructional facilities provided are beyond the minimum norms of AICTE to conduct the MCA Program of two years duration with 180 intake capacity.

Classrooms, Laboratories, Computing Equipment:

The institute building has a total built-up area of 3599.62 sq. mts. with air-conditioned Classrooms, Computer Center, Computer Laboratories, Examination center, Tutorial rooms and Library , Faculty members are provided with comfortable cubicles with PCs with dedicated internet connection in the Faculty Rooms.

Adequate IT facilities are provided with 190 computers with the latest configuration connected with LAN and Internet facility with 100 Mbps bandwidth and WiFi.There is an IoT excellence lab with necessary components for innovations. There is a co-working space for Creativity, Innovation, and Entrepreneurship. Classrooms are equipped with desktops, wired LAN and internet, software, white and soft boards, A/V systems and Overhead Projectors.The softwares is available as per the norms of statutory bodies .There is continuous upgradation of essential Hardware and Softwares.

Library (LRC) :

The Library (Learning Resource Center) includes - Digital Library, Reading Room, Circulation Counter, Cupboards and racks for Books and Open access for Journals & Magazines respectively. OPAC is provided for book searches. Students & Faculty members can recommend books for the library and get new titles as per their respective syllabus. Multimedia facilities are available and can be accessed in the Digital Library.

Library has 13,233 books, 800 reference books, 3,777 e-Books, along with 18 printed National Journals, 18 printed International Journals, 190 online IEEE International journals are available for students. LRC has a comfortable learning ambience. It has a printing and scanning facility.

Board Room:

The Board Room is provided for conducting institutional meetings including the Governing Council, College Development Committee, Advisory Board and for all academic discussions conducted by the faculty.

Auditorium and Seminar Hall:

Air-conditioned Auditorium and Seminar Hall, with state-of-the- art facilities are available for conduct of

various co-curricular and extra-curricular events.

Fully equipped with audio, lights, projector and screen , sound (4000 watts), LED Par, Spot lights ,Par lights and Seating capacity 583.

Campus:

Various amenities are provided including Girls and Boys Common rooms, a recreational center having a TT table and Carrom Board etc. The campus and building are equipped with CCTV surveillance and digital information, and notification display. The Institute has a storeroom for keeping records, documents, etc.

Canteen: The canteen facility is available for the staff and students with 200 seating capacity with healthy food at a reasonable rate. A separate lunch room is provided for staff.

Other Facilities:

The ladies' & gents' toilets are provided with utmost cleanliness.

The Parking facility is available for two and four-wheelers.

Institute has a sick room with a single bed and first-aid box. The emergency numbers for medical assistance are displayed.

The divyangan-friendly access facilities are provided including a wheelchair, lift, same-floor classrooms, labs, library, and special toilets.

There are facilities and equipment for Indoor and outdoor games.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

TIMSCDR has provided facilities for students to participate in cultural activities, games (indoor, outdoor), sports, yoga etc. to imbibe the spirit of sportsmanship for holistic development.

Facilities for conduct of Cultural activities in the Institution:

Auditorium

The 600 seater fully equipped Auditorium is used for the conduct of all cultural activities and also co-curricular activities like Technical Fest Vista and annual international Conference ICAIM. The Auditorium has state of the art infrastructure with the latest sound system and internet connectivity to relay online national and international sessions.

Quadrangle

Cultural activities like Street Play, ECell activity - Business Mela, and festive events like Garbha are conducted in the open space in front of the Institute.

The institution has an adequate indoor and outdoor playground.

Seminar Hall: 300 seater air-conditioned seminar hall, with state-of-the- art facilities is also available for conduct of various co-curricular and extra-curricular events along with Guest lectures and Orientation sessions.

Study Skill Center: 280 seater Study Skill Center is used to conduct activities like Guest sessions under ECell, Synapse and Women's Development Cell. Facilities include Audio, Visual , Soft Video conferencing, Session recording with Picture in Picture facility, live streaming facility for sessions.

Seminar Hall 3: 150 seater Seminar Hall 3 is fully equipped to conduct Guest sessions and co-curricular activities like IIC and Health and Hygiene sessions.

Seminar Hall 1: 175 seater with facilities including Audio, Visual , Soft Video conferencing, Session recording with Picture in Picture facility, live streaming facility for sessions. The Hall is used to conduct Guest sessions and Seminars.

Sport and Games

The institution has adequate facilities for conducting indoor and outdoor games and activities. Students are encouraged to participate in sports at the Institute and inter-institute level.

Indoor Sports facility

There are two recreation rooms with a 171.92 sqmts area for indoor sports including Table- tennis, Chess and Carrom.

Outdoor Sports facility

Institute has two playgrounds that are used by students for outdoor sports Football, Cricket, etc.There is an Athletic Track, turf ground for football sessions, basketball court and area for playing throwball.

Indoor facilities:

1.**Chess boards** - 02

2.**Carrom boards** -02

3.**Table Tennis board** - 01

Outdoor Facilities:

1.**Football ground** - 01

2. **Cricket field** - 01

3. **Volleyball court** - 01

4. **Basketball court** - 01

Self-Defense / Yoga

Multipurpose Hall on the campus is utilized for conducting Yoga and Self-defense workshops and sessions for students and faculty members. Yoga and Self-defense sessions are delivered by professional trainers.

File Description	Document
Upload any additional information	[View Document](#)
Paste 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. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 9

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 39.54

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five**

01-09-2022 10:30:22

years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
67.52	87.57	154.30	109.28	101.85

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The institution has been automated library using **LIBSUITE Software** since 2009. It is used for cataloguing, circulation, procurement of books and the **Online Public Access Catalogue (OPAC).** The entire Books are bar-coded and issued to users by reading the barcode of the document.

Name of ILMS software :LIBSUITE

Nature of automation (fully or partially) : Partially

Version : Software - LibSuite-ASP (c) 2003

Year of Automation : 2009 to 2018

KOHA Library Management Software has been in use since 2018.

Name of ILMS software: KOHA

Nature of automation (fully or partially) : Partially

Version : 19.11.01.000

Year of Automation: 2018 to till date

Features of KOHA Library Management Software:

? Modern integrated library software (ILS) free / Open-source Software

? OS independent operating system - Linux, Unix, Mac. Web based Interfaces.

? Full MARC21 and UNIMARC support for cataloguing.

? Library Standards / protocols and multi-user support.

? Cataloguing module helps for catalogue books

? Acquisition module is utilized for generating accession register reports, adding Faculty / Student record, updating item lending policy and its status.

? Print Barcode

? Customizable web based OPAC circulation system

The Library (Learning Resource Center LCR) includes sections - Reading Room, Digital Library and Circulation Counter. Cupboards for books and Open access for Journals & magazines. Library is fully air-conditioned.

Library has been purchasing books, journals, e-resources and magazines mainly to match the syllabus of MCA which are recommended by faculty and students. Library is also equipped with books on Competitive exams, Personality development and Novels. Multimedia facilities are available and accessed in the Digital Library. Library staff members monitor and maintain the Circulation Desk, Reading Room and Digital Library.

The following resources / facilities are available in the library:

1. Computing facility with internet / multimedia & Wi-Fi enabled.
2. E-resources - IEEE online International e-journals and IT core e-books available. It can be accessed on Campus and Remotely through Login.
3. Question Papers of previous year's available.
4. NPTEL/ Swayam / Shodhsindhu - lectures / Video can be accessed in the Digital Library.
5. Membership of National Digital Library of India (NDLI)
6. Reading room has a seating capacity of 100 students including Digital Library
7. Digital library for research and academic needs provides access to the Internet in Multimedia PC and separate points are given for Laptop use.
8. Library has a printing and scanning facility.

Book Bank facility:

Library has Book Bank facility which is given to all students in each semester.

Other Services:

1. **CAS** (Current Awareness Service) – New Arrivals of books display.
2. Time to time **training sessions for using e-resources** and library orientation during induction given to users.

The Digital Library has the following E-resources:

IEEE e-journals:https://ieeexplore.ieee.org/Xplore/home.jsp

EBSCOhost-e-Book ITCore Collection: https://search.ebscohost.com/

Virtual Reading resources: https://timscdrmumbai.in/virtual-reading-resource/

Library web page: https://timscdrmumbai.in/about-library/

Koha OPAC : http://175.177.0.18/

Timings are 8:30 AM to 6:00 PM from Monday to Saturday.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 8.62

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

2020-21	2019-20	2018-19	2017-18	2016-17
8.97	7.1	7.87	8.46	10.68

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 3.64

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

Response: 16

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

TIMSCDR provides the latest technology, which is upgraded on a continuous basis, to enhance teaching and learning and comply with the changes in the syllabus and norms of the statutory bodies. IT infrastructure facilities are created taking into consideration the requirements of all the stakeholders.

Software

Academic Year 2020-21

- **ERP :** Organization Module, Academic Module, Exam Module, Fees Module, Student Module
- Microsoft Campus Agreement renewed.
- Adobe Creative,Corel Draw, Escan antivirus renewed

- G-Suite workspace for education

Academic Year 2019-20

- Microsoft Campus Agreement renewed.

Academic Year 2018-19

- Koha Libsuite
- Microsoft Campus Agreement renewed.
- Moodle introduced

Academic Year 2017-18

- Microsoft Campus Agreement renewed.
- ERP purchased with Organization Module, Academic Module, Student Module

Academic Year 2016-17

- Microsoft Campus Agreement renewed.

Hardware

Academic Year 2020-21

- 5 HP Laserjet printer,1 Canon printer
- 7 Epson projector,1 BenQ projector

Academic Year 2019-20

- 26 headphone sets
- 1 TB External HDD

Academic Year 2018-19

- 85 computers of HP Core i5, 8 GB RAM, 1 TB HDD 8th Generation computers were purchased**.**

Academic Year 2017-18

- Apple MACBook Laptop with configuration:i5/8 GB/256 GB SSD/ MAC OS/ 13.5" screen
- 4 Amplifier in the Institution

Academic Year 2016-17

- 28 computers of DELL Optiplex-390 Core i3, 4 GB RAM, 500 GB HDD computers were purchased.
- 77 computers of DELL 3020 MT Optiplex Core i5, 4 GB RAM, 500 GB HDD computers were purchased.

- 2 TB External HDD

Computer labs are equipped with licensed copies of latest software as per norms of AICTE and University of Mumbai.

Language Laboratory

- The Institute has a language lab in place.
- The Software used in the lab is ODLL (Orell Digital Language Laboratory) as it is professional skills oriented.
- This Software is installed in the Computer Center(CC) so that students can access and get benefits out of it.
- 10 students can access and work simultaneously.

ODLL Features

- GD Software with 600+ GD topics and 12000+ conversations.
- Three levels of lessons for about 5000 hrs practice.
- Updated materials free of cost for one year.
- Oriented towards overall professional development of students
- Add passages with image, sound and video files.
- Graphical evaluation of students.
- The English café is complimentary with it.

Internet and Wi-Fi:

Institute has high speed internet connection or connectivity having Wi-Fi setup with 6 access points strategically located across the campus. Wi-Fi is authentication driven and is with restrictions as per user level for maximum security. The Sonic Firewall has been deployed for handling and monitoring the load on the network for catering the secure network environment for academic and administrative processes..

Academic Year 2020-21

- 100 Mbps of Internet bandwidth available

Academic Year 2019-20

- 50 Mbps of Internet bandwidth available

Academic Year 2018-19

- 3 TPLink wireless router access points
- 32 Mbps of Internet bandwidth available

Academic Year 2017-18

- 16 Mbps of Internet bandwidth available

Academic Year 2016-17

- 10 Mbps of Internet bandwidth available

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 3:1

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 2.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
5.06	5.68	4.21	5.62	6.21

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	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 Institution has established systems and procedures for maintaining and utilizing physical, academic and support facilities to enhance the quality of teaching and learning. Maintenance of infrastructure and amenities is outsourced to reputed agencies. Material requirement requisition is done as per the laid down process. Records are maintained in the **stock register** as specified in the **Purchase process set by ISO**. Servicing of all infrastructural units like ACs,Water purifiers,PCs etc. are done either by in-house technical staff or by external parties. Records of servicing are maintained in the **AMC** file.

Utilization

Instructional Area (Classrooms, Tutorial rooms, Lecture Hall, Seminar Hall, Library, Computer Labs)

- As per the AICTE norms, dedicated classrooms and tutorial rooms are allotted for various programmes as per **time table**
- The **classroom allocation** in accordance with the class time table is done by HOD .
- **Computer labs are utilized on daily basis** on every working day
- Seminar hall is utilized for events with **prior intimation and booking**
- Library facility is available to students and faculty on **all working days** for reading, issuing books, project work, journal access, research etc.
- The institution has a **Library Committee** which monitors the procurement and regular follow-ups to ensure effective utilization of the library.
- Sports Ground is available to host sports events
- **The Board Room**   is available to hold meetings of various cells and committees and conduct recruitment interviews for Placement.
- **College vehicles** are available for official visits.

a) Routine Maintenance

- Cleaning, Dusting, Sweeping and Mopping of all areas is undertaken daily by the housekeeping staff and is supervised by the AO. **Regular cleaning charts** and **progressive maintenance records** are maintained.
- **Laboratory sessions -** Time table are conducted in accordance with the schedule as per the curriculum plan and each laboratory session is carried out under the supervision of the assigned faculty members.

- Maintenance of the Library - Books, Journals and periodicals stacked on shelves, Cleaning & Dusting is undertaken by staff. Stock verification is carried out yearly. Binding of documents and reconditioning of old books is done as and when required.
- For minor repairs, the Institute has a workforce of Carpenters, Masons, Electricians and Plumbers on the Campus.

b) Preventive Maintenance

- **Structural Audits** : The Institute periodically (every 3 years) carries out Structural Audits of the building through qualified Structural Engineers.
- **Fire safety**: Fire extinguishers are provided at prominent places, locations are notified, emergency exits are marked, and an updated list of Location of Fire Fighting Appliances are displayed in the Institute at prominent locations on each floor. Fire Fighting mock drills are organized at least once in a year for faculty and staff. Evacuation drills due to Fire/ Earthquake/ Natural Calamities are organized in the first semester for each new course and all faculty, staff and students are involved in the exercise.
- **Air Conditioning:** Many areas of the Institute are air conditioned. The maintenance of the Heating, Ventilation, and **Air conditioning (HVAC) system** is outsourced. The agency services the machines monthly and submits its report to AO.
- **CCTV**: The Institute has installed multiple **CCTVs on the Campus and its maintenance** is outsourced. The agency inspects the equipment monthly and submits its report to the AO.
- **Lifts**: All the **lifts are maintained** through AMC.
- **Water Tanks / Septic Tanks:** All the underground and overhead water tanks are cleaned by **professional service-providers thrice a year** using sophisticated equipment including **UV equipment**.
- **Audio-Visual System:** The high end AV systems are covered under an Annual **Maintenance Contract**. The agency services the equipment monthly and submits its report to the AO. Periodic checks are carried out for electrical fittings and other equipment such as projectors.
- **Pest Control: Pest control** which includes combating general disinfection, rodent treatment and larva breeding is done periodically as per **pre-decided calendar**. Anti-Termite treatment is also done periodically.

Table 4.4.2a: Availability of Computer Lab within and beyond working hours

Timings	Days	Objective/usage
09:00 AM to 05:00 PM	Working hours (Monday to Friday)	- Course Practical - Co-curricular and Extra-curricular activities
09:00AM to 05:00 PM	Beyond Working hours (1st/3rd/5th Saturday's second half)	- Project work - Research work - Consultancy work - Training & Placement - Personality Development - Co-curricular and Extra-curricular activities

Table 4.4.2b: Availability of Computer Centers within and beyond working hours

Timings	Days	Objective/usage

09:00 AM to 05:00 PM	Working hours (Monday to Friday)	- Research work - Training & Placement - Personality Development - Academic, Co-curricular and Extra-curricular activities - Student Development Sessions - Hands on Sessions
09:00 AM to 05:00 PM	Beyond working hours (1st/3rd/5th Saturdays second half)	Project work Research work Training & Placement Academic, Co-curricular and Extra-curricular activities

Table 4.4.2c: Availability of IoT lab within and beyond working hours

Timings	Days	Objective/usage
09:00 AM to 05:00 PM	Working hours (Monday to Friday)	Consultancy work Research work Student Development Session Hands on Sessions
09:00 AM to 05:00 PM	Beyond working hours (1st/3rd/5th Saturdays second half)	Consultancy work Research work

Table 4.4.2d: Availability of Research Lab within and beyond working hours

Timings	Days	Objective/usage
09:00 AM to 05:00 PM	Working hours (Monday to Friday)	Research work
09:00 AM to 05:00 PM	Beyond working hours (1st/3rd/5th Saturdays second half)	Research work

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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 last five years

Response: 24.21

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
182	119	82	38	30

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.31

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	2	0	0

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

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 25.28

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

2020-21	2019-20	2018-19	2017-18	2016-17
156	20	84	99	103

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View 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: 49.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
42	46	69	61	61

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 10

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 12

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education (Data Template)	[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: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	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 (Data Template)	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

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

Response: 6

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	1	1	1

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

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

Response:

Clause 40 of the Maharashtra Universities Act, 1994, provides that there shall be a **Students' Council** for each affiliated college or institution, to look after the welfare of the students and to promote and coordinate the extra-curricular activities of the students.

The Student Council in TIMSCDR consists of selected representatives of the student body and its officer bearers are General Secretary, Joint Secretary and Class Representatives.

The purpose of the student council is to give students an opportunity to develop leadership qualities.

Objectives of Students' Council

? Sensitize students towards participative management and collaborative decision making

? Inculcate self-management, leadership and discipline through co-curricular and extracurricular activities

? Develop an appreciation towards concepts of fair play, honest competition and good sportsmanship

? Sensitize and make the students aware to participate in Professional Societies/chapters and organizing management events

? Increase the participation

The Student Council helps organize and execute activities like **Technical Fest, Sports event, Entrepreneurship events** at the institute, which are arranged and coordinated by the students under the guidance of Faculty. These activities help students to hone their Leadership and Managerial Skills. Also they assist in the coordination and management during the implementation of the various events. To carry out all its activities, the student members assist the faculty in-charge in preparation of budget and tracking expenditure.Event wise meetings are conducted by the members of the Students Council.

 Students' Representation on Institution Bodies

TIMSCDR has following institution committees:

Administrative -

? **Anti-ragging Committee**

? **Anti-ragging Squad**

? **Internal Complaint committee**

? **Student Grievance Redressal Cell**

? **Student Interaction Committee**

Co-curricular -

? **Magazine Committee**

? **Tectonics**

? **Library Committee**

Extra-curricular -

? **Vista - Technical Fest**

? **Entrepreneurship Cell**

? **Sports Day**

? **Extension and outreach activities like DLLE, Blood Donation and UBA etc.**

Students are actively involved in the co-curricular and extra-curricular activities as members on committees. All students of the Institution are given the opportunity to participate in various Administrative, Co-curricular and Extra-curricular activities.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 16.2

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
24	15	16	17	9

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

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

Response:

The Institute has registered an **Alumni Association** under Maharashtra Sarvajanik Vishwasta Vyavastha, 1960 with the number 1013/2019. Meetings are organized once a year to network and collaborate with the Alumni, to take feedback, to improve functioning and services of the institute and also enhance networking

amongst themselves for mutual benefits

The functions of the association are as follows:

? Involve alumni in institutional developmental activity

? Organize Alumni meets and Reunions for the alumni community

? "TIMSCDR Alumni database is to maintain an updated database of alumni for networking and promoting valuable interaction between the faculty, alumni & current students.

? **Alumni Whats app group**: an official WhatsApp group has been created to maintain connects with the alumni.

? Involvement of Alumni for assistance in the institutional activities, including membership of the Advisory Board, delivering guest lectures, conducting pre-placement training programs to face interviews, career counseling, support for placements with industry connections.

Alumni are involved in the following activities:

Advisory Board: As members of the Board, the alumni contribute to the specific industry related activities of the Institute based on their expertise and experience.

In these meetings the members discuss the curriculum implementation, add-on courses, certifications with purpose and usefulness, suggestions for mentorship from industry, sources for training and placements. Useful suggestions are also given to improve students' attendance, diverse career opportunities, offer of industry projects, advice on arranging value-added courses for students and focus on projects and coding.

Guest Lectures: Alumni are invited to deliver guest sessions in their area of expertise and to share experiences of the corporate world

Training and Placement: Institute partners with alumni

? Train students to improve their skill set by conducting sessions or activities including Technical sessions and interview skills

? Provide references for placements

? Assist in organizing Industrial visits

? Conduct of Certification Trainings for students

Alumni Meet: The Alumni members hold a dinner meeting once a year. This helps them to promote networking among Alumni and the Institute.

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File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document
Link for any additional information	View Document

01-09-2022 10:30:23

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision and Mission of TIMSCDR, given below were articulated on the basis of the Vision of its founder, Shri V. K. Singh, Chairman, Thakur Education Group.

Vision

Thakur Institute of Management Studies, Career Development & Research will become a premier institute renowned internationally for providing education in software application to graduates from various disciplines.

Mission

To achieve excellence in providing software education so that students can grasp existing as well as emerging technologies and to inculcate leadership and managerial qualities in them so that they can deliver results in the organization they join.

In order to achieve its Vision and Mission TIMSCDR has adopted the following quality policy.

Quality Policy

"We, the Staff, Faculty and the Management of TIMSCDR are committed to offer excellence in software education, conducive academic environment and state of-the-art infrastructure to our students. We will work as a team and interact with students in a proactive manner to achieve our quality objectives and fulfil all academic, statutory and regulatory requirements to the entire satisfaction of our students as well as for continual improvement of the QMS."

In order to plan and conduct its functions TIMSCDR has a Governing Council. and the College Development Committeeat the helm of affairs. The key executive functions are with the CFO, COO and CEO. The Director ensures proper functioning of the organization through a well-defined governance system including the Institute administration and academic matters in a systematic manner as per rules and regulations laid down by AICTE, Government of Maharashtra and University of Mumbai. The institute has an Advisory Board for improvement of quality and standard. Feedback from stakeholders (viz. Industry, parents, etc.) including expectations are taken care of for institutional sustainability and growth and other factors affecting quality functions. The Institute's organizational structure, administrative system is given in an Organogram.

The Institute's Quality Management System details the accountability and responsibility for the various functionaries. The management has delegated necessary academic, administrative and financial powers to the Director, Dy. Director and the HoD for efficient functioning and delivery of results.

The faculty members play an important role in these functions as the members of the Governing Council, College Development Committee and Advisory Board. For this purpose, Key Responsibility Areas (KRA) are delegated to faculty members for carrying out various curricular, co-curricular and extra-curricular activities. The faculty members systematically plan all these activities in the beginning of the academic year for inclusion in the annual calendar. The plan and conduct of the activities are recorded in the Faculty Handbook and KRA files. The Institute has deployed Enterprise Resource Planning (ERP) software for all functions and activities. The Institute not only imparts theoretical knowledge but also develops the right attitude, skills and competency in students. Institute uses innovative methods of teaching and supplements it with various co-curricular, extra-curricular and extension activities so as to enrich students' experience and their overall personalities for holistic development.

The Institute collects and analyses feedback from all stakeholders and uses the result of the same for quality improvement.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The Board of Trustees headed by Chairman, Mr. V. K. Singh has set up the Institute with necessary infrastructure and has appointed the Governing Council to review the functioning of the institute. Power has been delegated to the Director to run the institute. The day-to-day running of the Institute is reported to the College Development Committee. Chief Executive Officer (CEO), Chief Operating Officer (COO) and Chief Finance Officer (CFO) oversee the processes. The Director delegates power to HoD in various academic and financial matters. In turn HoD delegates academic powers to the faculty members for conduct of the program. The decision-making process is thus decentralized and is participative for efficient functioning. A system of supervision exists at each level.

In the entire process, the Institute's Quality Management System details the responsibility and accountability in the various roles. This ensures that the organization's functions are decentralized and are documented.

Case: Key Responsibility Areas (KRA)

The Institute has developed a unique process of decentralization of administrative and academic responsibilities to staff members through allocation of "Key Responsibility Areas" (KRA), making them accountable for planning and implementation as per ISO.

In the beginning of the academic year the KRAs are allotted to Faculty members by HoI depending upon the expertise and experience of the member concerned. The concerned staff member studies the previous

work on the KRA to take it further for implementation. The conduct of the KRAs with the commencement dates is included in the Academic Calendar of the Institute covering curricular, co-curricular and extra-curricular activities for the Academic Year. The plan of action includes the following:

1. Decision on date of commencement and conduct
2. Distribution of work and responsibilities to the staff members and Students Council
3. Obtaining approval from the Management through an Approval Note including administrative and financial approval if required
4. Booking of venues with date and time for conduct of the activity including indoor and outdoor venues
5. Notice and intimation in advance to the participants
6. Conduct of activities
7. Display Event details on Institute website
8. Submission of Event Report

KRAs exhibit decentralization and delegation of work. Implementation of each KRA is in line with the Quality Policy, making Faculty members responsible for planning and execution and making them accountable for producing desired results to achieve the objectives.

KRA: VISTA

VISTA is for projecting students' creative talents and enhancing networks with other colleges and organizations. The two-day Intercollegiate Technical Festival, inaugurated by renowned industry experts is theme based and is organized annually. About 400 students from average 20 colleges participate in different events. For each event Faculty Mentor and Student Event Heads are assigned for smooth conduct. More than 25 technical and cultural events are organized every year. Indoor events include Coding, Debugging, Web designing, Blind coding, Video Mixing, Tech debate, Tech quiz, LAN gaming. Outdoor events include cricket and football. Cultural events include street play, fashion show and dance. College with maximum participation and winning certificates in different activities is awarded the Rolling Trophy.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

STRATEGIC PLAN

1. Continual improvement in all Institutional processes
2. Develop conducive academic environment to inculcate global competencies among students

3. Promote culture of research and entrepreneurship

4. Enhance Industry-Institute interaction via collaboration with National & International organizations

5. Develop socially conscientious students

Activity successfully implemented: ICAIM

The Institute has implemented **ICAIM (International Conference on Advances in Information Technology and Management)** since 2015 as a major activity to achieve its Vision and Mission.

ICAIM covers Application of Computers in areas of relevance to the current needs by use of emerging technologies to train the students to be future IT managers and leaders. The successive ICAIM's concentrated on specific topics relating to intersectoral research, waste management, sustainability and sustainability with COVID-19 pandemic situation in specific with focus on the domains of Agriculture and Medicine.

Academicians, industries, IT professionals come together for deliberations on various aspects of use of IT in the relevant fields for inculcation of innovative thinking in the students for development of newer applications. This activity has helped the Institute in upskilling students, getting **Consultancy projects**, c**ollaborative research projects** and publication of **research papers in renowned journals**. The series of ICAIM Conferences are themed to cater to the current social issues so as to bring about social consciousness amongst the students.

ICAIM 2015 laid the steppingstone for involving IT professionals to collaborate with faculty and students for presentation and publication of research papers in the relevant fields.

ICAIM 2016 focused on the application of IT for Healthcare in collaboration with Association of Medical Consultants (AMC) and eminent hospitals- KEM and LTMCH. It was a boost for the medical doctors to utilize IT in Healthcare.

ICAIM 2017 focused on Inter-sectoral research and the use of IT for research in Industry, Medicine and Education with interactions with institutes of eminence - IIT Mumbai and Institute of Chemical Technology, Mumbai. The institute partnered with journals for research papers publications. Consultancy work was initiated through hands-on training for Doctors to use IT in Medical practice and the development of Mobile Applications.

ICAIM 2018 explored the leverage of IT in the Agriculture domain in association with MACCIA to connect with farmers for utilization of IT. Mobile App development and use of IoT in Agriculture were discussed. Copyright was received for the module on training Doctors through hands-on workshops.

ICAIM 2019 looked into the leverage of IT to generate data and perform analysis for management of Waste in the domains of Agriculture and Medicine including problems to curb pollution. The Institute developed Mobile Apps as CSR activity for hospitals.

ICAIM 2020 focussed on the use of IT for Sustainability in Agriculture and Medicine based on UN Goals of sustainability for presentation of research papers. International speakers delivered online expert talks on Sustainability and reducing carbon footprints.

ICAIM 2021 focused on the pandemic COVID-19 and the role of IT in healthcare and agriculture for

sustainability. Under international association with Nordic Center of Sustainable Healthcare - Sweden (NCSH), expert talks were delivered by international speakers.

File Description	Document
Upload any additional information	[View Document](#)
strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

Governance structure

The **Organogram** depicts the Institute's governance system. The Thakur Educational Trust is the apex body and the Trustee In charge, takes policy decisions based on the directives of the statutory, regulatory, and affiliating bodies, the inputs from stakeholders, the recommendations from the Governing Council, College Development Committee, and various Cells etc., for functioning of the Institute. The overall functioning of the Institute is supervised by the Chief Executive Officer and the Chief Operating Officer. Administrative, academic, and financial powers are delegated to the Director for running of the Institute. The various tasks under each head are delegated to the HoD and sectional heads. The Institute adheres to norms and regulations laid down by various government and statutory bodies and frames its rules and procedures in accordance with:

- All India Council for Technical Education (AICTE)
- University Grants Commission (UGC)
- Directorate of Technical Education,
- Government of Maharashtra (DTE)
- University of Mumbai (UOM)
- Fee Regulatory Authority (FRA)
- Admission Regulatory Authority (ARA)

The governance system includes the following bodies:

- Governing Council
- College Development Committee
- Advisory Board

Other Committees:

- Women's Development Committee
- Internal Complaint Committee

- Anti-Ragging Committee
- Women Redressal Committee
- Exam Committee
- Library Committee
- Student Interaction Committee
- Committee for SC/ST
- Minority Cell
- Grievance Redressal Committee

The Constitution and functions of the various Boards and Committees of the Institute are available on the website. These bodies keep in view the Vision, Mission, Values and Quality policy of the Institute for taking decisions and making recommendations on various matters.

The Service Rules for Faculty and Staff framed by the Institute on the guidelines of the statutory bodies, state government and the management are available in the Employee Handbook. The Service Rules for faculty members are as per AICTE/UG/UoM guidelines. The Service Rules for non-teaching staff are followed as per Standard Code of the Government of Maharashtra. These have been put on LAN. These include recruitment of the faculty and staff, conducive work environment, facilities for research and development, consultancy, and industry interaction. Code of conduct has been prescribed for the faculty and staff. There is a Sponsorship Policy under Quality Improvement Policy (QIP) for faculty members to undergo development programs including attending conferences, workshops, seminars, interaction with industry, consultancy, acquiring Ph.D. etc for career growth.

The Chairman & Secretary of the Trust assisted by the Chief Executive Officer (CEO), and Chief Operating Officer (COO) laid down the policy. The Senior leadership is supported by the Governing Council, CDC and various committees.

The Administrative Roles & Responsibilities of the Director and the employees are laid down in the ISO Quality Manual. There is a regular audit for checkup of the various processes and work done.

The teachers are given promotions to senior positions after acquiring Ph.D. and having completed a certain minimum period of service required. The selection committee is as per university norms. The non-teaching staffs are given promotion avenues against the vacant seats.

Proper Grievance Redressal mechanism has been set up for staff and students including prevention of sexual harassment.

File Description	Document
Upload any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc	[View 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:

TIMSCDR believes that while teaching staff is the backbone of the educational system, the role of technical staff and administrative staff is equally important for the conduct of various academic and administrative functions including curricular, co-curricular and extra-curricular activities. The Institute is conscious of the fact that the efficient functioning of the employees depends on a congenial work environment as well as on the avenues of advancement in their profession. The Institute has therefore provided infrastructural and instructional facilities to ensure keeping in view their comfort level.

In addition, the Institute has given facilities for training, development and advancement in the profession for the faculty and staff members. Facilities are given to faculty members under QIP and Sponsorship schemes to attend training programmes, seminars, workshops etc. and for higher education (Ph.D.). Training programs are also conducted for development of staff members.

Following are the welfare schemes:

1. **Conducive work environment:** the institute prides itself in providing the best-in-class facility and ambience conducive for working
2. **Development Schemes:**
   - Quality Improvement Program (QIP) which provides following Sponsorship schemes
     - Sponsorship for higher studies to join Ph.D. Program.
     - Sponsorship Schemes for attending FDP, Workshop, Seminars and Conferences at the national and international level in institutes of repute.
     - Scheme to undertake research work and present papers in national and international conferences and publish these papers
     - Sponsorship for international deputation to develop liaison and participate in international conferences

- ○ Training program for faculty members in emerging technologies
- ○ Training for non-teaching and support staff
3. **Women Development Cell** - Programs for girl students and women staff members to address health, safety and entrepreneurship.
4. **Internal Complaint Committee (ICC):** To deal with faculty and staff grievances and prevention of sexual harassment.
5. **Survey of Work environment:** A quarterly survey of the work environment is done for women employees of the Institution. On the basis of the analysis of the survey necessary action is taken.
6. **Employee Engagement Initiatives:** Employee Sports, Birthday cake cutting, Lunch meets to enhance bonding, Gratitude Day, Celebration of Festivals – Navratri, Diwali, Christmas etc., Health Camps etc.
7. **Employee Provident Fund (EPF):** The EPF is provided by the Institute to the regular employees as per the stated rules.
8. **Gratuity:** Gratuity is provided as per rules.
9. **Medical Facility:**
   - ○ The Institute provides MediClaim Policy for staff members where the institute contributes a part of the premium
   - ○ The institute has a sick-room with a first aid facility
10. Provide meals to class 4 employees who are working late in the Institute
11. Leaves rules are applied as per the norms. Employee can avail maternity leave.
12. Uniform is provided for Class IV Employees

File Description	Document
Upload any additional information	[View Document](#)
Paste link for 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: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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File Description	Document
Upload any additional information	
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	

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: 4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	7	2	3

File Description	Document
Upload any additional information	
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	
Reports of Academic Staff College or similar centers	
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 66.09

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	12	15	19	21

File Description	Document
Upload any additional information	[View Document](#)
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

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

Response:

The Institute has designed and implemented "Performance Review and Development Planning" (PRDP) system to review and evaluate employee performance.

This is an ongoing process aimed to judge the existing level of performance of the staff members, shortcoming if any in the carrying out duties and responsibilities and to improve productivity of employees keeping Institute vision 'at par with excellence' in view. The philosophy is to provide constructive real time feedback to encourage peak performance. The PRDP Format is devised on the basis and requirements of various statutory bodies and the assessment is done twice a year i.e. for performance of the faculty member in each semester. The faculty members submit the duly filled 'Faculty Handbook' to the HoD for assessment. After review, HoD mails the observations to the faculty concerned along with areas for improvement and recommendations, if any. The feedback received from students is given due importance and if the percentage of satisfaction is below 75%, corrective action is taken by the HoD in consultation with the Director.

The key features of the system are as follows:

- Biannual frequency to ensure efficacy
- Constructive real-time feedback through weekly departmental meetings
- 2-level analysis: HoD, Director
- Transparency in evaluation

The appraisal is usually done under the following heads:

- Teaching – Learning Process' efficacy and innovation and creativity in pedagogy and delivery
- Student Mentoring and project guidance in line with Programme Objectives
- Key Responsibility Areas & contribution in Institutional development
- Developmental Activities and Research & Publications

All these measures ensure synchronization between faculty endeavours and management expectations. The review process ensures not only efficacy of outcomes but gives due importance to attitude and behavioural traits as well.

Performance Assessment of Staff

Staff appraisal is done biannually, and the evaluation is based on delivery of assigned tasks, compliance with Code of conduct, general behaviour, attitude, communication, punctuality, and willingness to participate in additional areas and activities.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute has a mechanism for internal and external audit.

Internal Audit

The Internal Audit mechanism is an ongoing process to check the Income and Expenditure (recurring & non-recurring) of the Institute each year. Internal Audit is done by the Chief Financial Officer (CFO) of TEG. The CFO checks the expenditure based on the budget estimates approved by the management at the beginning of the academic year. Approvals and sanctions on items of purchase are given by the management which are prior checked and scrutinized by the COO, HoI and Accountant.

At times the institute requires to incur expenditure which may exceed the budget provision or the particular contingency which has suddenly cropped up. In such cases urgent approval is taken from the Management

Institute prepares and submits the detailed accounts to the External Auditors.

Important checks & verifications by the CFO:

Internal Audit is done on monthly basis to check the accounts income and expenditure and to keep the management informed suitably about the inflow and outflow of funds .To ensure that all the requirements for submission of detailed accounts to the external auditors are complied, continuous monitoring of the utilization and expenditure against sanctioned budget is done.

External Audit

The Management appoints qualified External Auditors to check and verify all the accounts of the institute and certify the same in the audit report. The system of audit by the external auditors includes interim audit (six monthly basis) & final audit at the end of the financial year.

Important checks & verifications by the External Auditors:

1. Closing of previous years' accounts in the current financial year·
2. Purchase order/challans, bill copy, payment voucher, Approval Copy.
3. Cash book and bank book balance.
4. Bank reconciliation.
5. Appropriate approvals for cash payment made over the limits assigned.
6. Track of the commitments or contingent liabilities of the management.
7. Ensure that all contingent liabilities are raised or disclosed in the financial statement·
8. Timely remittance of statutory liability of TDS, GST, Profession Tax, provident fund, gratuity, etc·
9. Other relevant issues

The Objections/ clarifications are sought by the External Auditors during the process of audit and these are closed promptly in order to complete the audit procedure in time for the financial year.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 12.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.4	3.3	3.7	2.2	3.2

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)

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

Response:

TIMSCDR is a self-financing Institute hence the mobilization of funds is mainly based on the Tuition and Development fee received from the students. The other sources of income are Admission Form Fees and University Charges. The deficit of expenditure over income is met by the Management.

To run the Institute efficiently funds are required for the following:

1. Capital Expenditure for infrastructure namely Building, Equipment, Computers, Library and Furniture & Fixture etc.
2. Recurring Expenditure for Salary
3. Administrative, Maintenance & Operational expenditure (Non Salary) as per statutory requirements.

Departmental/Sectional Heads make their plans of expenditure and recommend budget provision based on the key requirements for the Academic Year (work items) to achieve the goals set for the year for running Curricular and Co-Curricular activities. Revision in syllabus by UoM includes expenditure towards Labs, Faculty Development Program (FDP), Student Development Program (SDP), Conduct of Ad-On certificate courses, professional activities, seminars, Industrial Visits etc. The Director finalizes the Institute budget upon receipt of the budgets from the various departments/ sections. The Budget is then proposed to the Management for approval. The Budget is reported and reviewed in the Governing Council meeting. The institute accordingly plans expenditure as per requirements and processes led down. Care is taken to limit the expenditure and with an eye on the maximum utilization of resources within the limitation of income received through fees fixed by Fee Regulation Authority (FRA).

As per the direction of Fee Regulation Authority (FRA) the budget and the balance sheet of the previous financial year is displayed on the Institute website and thus the Institute complies with public accounting.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

IQAC was established at TIMSCDR in the month of January 2020 with the objective to provide quality education to the students. To that end, sincere efforts are made to institutionalize the best practices that enhance the quality offered.

Aim of IQAC:

- To develop a system for conscious, consistent, and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Two practices institutionalized as a result of IQAC initiatives:

1. Conduct of Academic Audit
2. Conduct of Technical Workshops for Students during ICAIM Conference

1. Conduct of Academic Audit

The Institute has introduced the process of Academic Audit to check the quality of teaching learning followed by the evaluation to introduce ways and means to improve the relevant processes. The format of the Academic Audit has been designed inline with the IQAC aims.

Objectives of Academic Audit:

Following are objectives for Academic Audit:

- Track and review various academic objectives
- Improve the quality of teaching learning and evaluate the quality of their education process
- Excel academic activities in Higher Education.
- Understand the existing system and assess the strengths and weaknesses of the teaching learning process.

Process of Academic Audit:

The Academic Audit process initially includes an Internal Auditby the Faculty members through mutual check, at the end of the academic year. Further the HoD in consultation with the Faculty members prepares the material to be assessed by the external Expert.

Schedule of the audit is circulated to faculty members to regulate the auditing process and to ensure the preparedness of the academic documents for the audit on the given date.

After completion of academic audit, external academic experts submit reports and suggest corrections and modifications if any. Based thereon the corrective actions are taken.

2. Skill Development Workshops for Students

IQAC cell of TIMSCDR proposed the conduct of Skill Development Workshops as part of the pre-conference sessions for students on new technologies such as IoT, R-programming, Blockchain technology, AI-ML etc. ins.

Objectives:

- To supplement the theoretical knowledge
- To upgrade students with latest technical skills

- To improve placements opportunities for the students

As a part of ICAIM pre-conference sessions, IoT workshops with hands-on training in IoT on Arduino-UNO and Raspberry-Pi were given to FYMCA and SYMCA students.

In the A.Y. 2019-20, institute conducted Basic IoT workshop for FYMCA students and R-Programming workshop for SYMCA students.

File Description	Document
Upload any additional information	View Document
Paste link for 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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

The Institution has been reviewing its teaching learning process, structures & methodologies of operations through ISO since 2006.

Process since 2016-17

Since the last five years the following reforms have been done in Teaching and Learning process

1. **Attainment of POs through Co-curricular and extra-curricular activities which cannot be attained through COs**

The Institute focuses on providing holistic education to the students in order to ensure that they are able to deliver as per industry standards. The Institute delivers holistic education through the conduct of curricular, co-curricular and extracurricular activities.

Objectives of Holistic Education

Holistic education is achieved through – inculcating Knowledge, skills and attitude in the students to create Industry Ready graduates.

Knowledge - Technical skills such as domain knowledge, investigation of complex problems, use of research methods, data analysis and interpretation

Skills – use of latest tools, project management principles etc.

Attitude –communication skills, teamwork and leadership, lifelong learning, innovation and entrepreneurship.

TIMSCDR in its pursuit of quality excellence defined Program Outcomes to cover the entire range of knowledge, attitude and skills required by a graduate to function productively and effectively in a professional environment. However, when these POs are mapped to the University Curriculum it is observed that only few POs are attained by delivering courses as per the University defined curriculum. To attain the remaining POs the Institute conducts multiple co-curricular and extra-curricular activities. Objectives of these activities are defined and mapped to POs for achievement.

The correlation between course outcomes was evaluated by mapping COs to POs and correlation value >=2 was considered a strong correlation and correlation value <2 a weak correlation.

Mapping of co-curricular activities with POs is given in the table in additional documents.

Mapping of extra-curricular activities with POs is given in the table at additional documents.

Mapping of curricular, co-curricular and extracurricular activities with the shows that-

Evidence of success: Inclusion of co-curricular and extra-curricular activities for attainment of POs has increase the number of eligible students for Placements.

1. **Implementation of Learning Management System LMS**

   1. Institute purchased and implemented ERP system in the academic year 2016-17 for teaching learning and other processes. In order to ensure proper delivery of the curriculum Faculty members checked the course contents and additional topics to be covered over and above the syllabus to draw the plan for the semester. The faculty members recorded the teaching learning plan on the ERP systemalong with its weekly implementation. The ERP system was explained to the students during the Induction. Faculty members uploaded notes and assignments for students. The ERP system was also utilized by faculty members for student attendance and uploading notes and grading of uploaded assignments. Students used the system to download and submit assignments, check attendance, marks and submit Faculty Feedback.
   2. **Moodle**

In addition to ERP in the A.Y. 2019-20, open source Moodle LMS platform was used for Lab subjects. Students used the Moodle platform for uploading Lab assignments and maintaining Practical Journal. This arrangement was done to save paper. Faculty members used the Moodle system for assessing and grading the Lab Assignments.

1. **GSuite**

Since A.Y. 2019-20, due to the pandemic, G Suite platform is implemented for managing teaching learning processes. The Institute purchased a registered Gsuite account. This platform facilitates the following

   1. Authorized login for Faculty members and students
   2. Creation of virtual classrooms
   3. Planning and implementation of the Courses

4. Delivery of lectures through the virtual Classrooms and record of attendance
5. Uploading of notes, assignment and tutorials by faculty members
6. Students upload completed assignments, practicals and tutorials therein accessible to the faculty members for grading.

1. **Google Sheet**

Faculty members use the centralized repository of Google Sheets, prepared using GSuite, which includes Academic Calendar, record of Mini and Internship Projects, Semester Timetable, Faculty Workload, and other academic activities. This repository can be accessed by the Faculty members anytime and anywhere.

1. **Online Faculty Handbook (for limited period)**

The shifting of the teaching learning process resulted in an online Faculty Handbook including academic data, Term Work calculation, Moderation report, notes validation report, random visit report, Remedial work, interaction with defaulters, interaction with internal/university exam failures, and faculty notings which are recorded in the Google Sheets.

Incremental improvements

1. **ERP system** facilitated:

* Authorized login for Faculty member and students
* Better followup of attendance record of the students
* Uploading and easy access for notes and assignments
* Easy access to Syllabus coverage

1. **Moodle**

* Uploading of Practical Journal to save paper

1. **GSuite**

* Creation of Virtual Classrooms to deliver lecture sessions, upload and assess assignments, tutorials and practicals.
* Record attendance
* Upload recorded lecture sessions for access by the students
* Conduct tests for CIE

In line with the above points the LMS helped in:

1. Storing and maintaining data for easy and quick use.
2. Easy access to data at a single point for all Faculty members helped in timely result calculations and analysis
3. Report generation of teaching learning was effortless

Hardcopies of important documents are taken where necessary for permanent record.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution	[View Document](#)
Upload any additional information	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The Institution provides equal opportunities to male and female candidates for recruitment for any position. (Ex. For academic year 2020-2021 **75% female faculty; 55% female staff i**ncluding non teaching staff is there). There is a good mix of both male and female staff members in all Institutional committees. No demarcation is done for students' admission. Equal opportunities are given to male and female students for participation in extra-curricular and co-curricular activities.

The Institute has a **Women Development Cell** framed under Sec. 14(8) of Maharashtra Universities Act 1994. Institute's WDC has tied up with **'Aamhi Udyogini Prathishthan'**, a trust with the sole intention of promoting women empowerment. The cell holds at least two meetings in a year.

The following **activities** are conducted regularly under WDC -

- Guest lecture/ training and workshops to promote Women Entrepreneurship and provide women entrepreneurs opportunities for networking
- Guest lecture to create awareness about importance of Women's Health and issues
- Self-defense training to safeguard in case of any emergency.
- International Women's Day celebration to celebrate women empowerment

Safety and security

For Management, safety and security of all the stakeholders is of major concern and following arrangements are done -

- The Institute has installed **CCTV cameras** on campus and regularly monitors all activities.
- Emergency contact numbers are displayed.
- **Security guards** (both male and female) are deployed at key locations.
- Ladies class 4 employees are kept to clean the ladies washroom.
- Boundary walls and gated campus ensure an environment free from external nuisance.
- Identity cards are mandated for all students and staff for entering the campus.
- All visitors are permitted to enter the campus after strict entry procedure.
- For physical fitness and security, the Institute organizes weekly Self Defense class for students.
- **Fire Extinguisher** refilling is done annually and mock drills conducted to make staff and students aware about handling situations of fire accidents.
- TIMSCDR also ensures social security through the **Anti-Ragging Committee, Grievance Redressal Committee, Womens Grievance Redressal and Internal Complaints** Committee. Suggestion boxes are also placed and grievances, if any, are addressed.
- Counseling of all students is done by mentors
- Institute has a **sick room** with first aid facilities. Institute has a tie up with an on-call doctor if required in case of any emergency.

Women's Grievance Redressal Committee has been constituted as per AICTE requirement which meets twice a year to address issues related to Women's harassment.

To ensure a safe and conducive work environment for female employees as well as no gender discrimination amongst the staff members, a quarterly feedback is taken from women employees.

Internal Complaints Committee has also been set up as per AICTE directives.

Girls Common Rooms

Adequate space is available for girls to relax and collaborate in a separate designated common room for girls. Indoor sports facilities provided. Separate suggestion box, **"Sakhi box"** is kept in girls' common room. **Sanitary napkin vending machine and incinerator** is kept in the second floor ladies washroom.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**

- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Institute prioritizes cleanliness on campus and encourages students and staff to follow effective waste management practices. Furthermore, the Institute strives to generate minimal waste and tries to reduce the use of plastics wherever possible. Following measures are taken by the Institute for managing solid waste

- The institute collects Dry waste and Wet waste separately and **separate dustbins marked as DRY WASTE and WET WASTE** are placed at convenient locations.
- Both side of paper is used for printing. Rough paper generated is also used for printing on the blank side
- The segregated waste is handed over to the BMC garbage collection trucks.
- Old papers are donated to "Swaminarayan Mandir", Kandivali East.
- Organized sessions in conference to create awareness on waste management. Research papers on Waste Management were presented and published in **ICAIM** proceedings.
- Invited innovative solution on Waste Management in the annual **SYNAPSE** event

Liquid waste management

The waste water from wash rooms and canteen etc is drained through a sewerage system having a network of underground pipes connected to the city drainage system. The Institute does not generate any other dangerous liquid waste.

E-Waste Management

E-waste generated in the Institute covers various types of electrical and electronics equipment including items like Computer, laptop, monitor, keyboard, mouse, CPU, networking equipment, phone, electrical components, projector, OHP, etc. Some of these contain hazardous materials and also some valuable materials for recycling. The Institute takes the following measures to manage E-waste.

- As per Maharashtra Pollution Control Board (MPCB) guidelines for management of E-waste through firms registered and authorized to handle e-waste disposal/recycle, the Institute has disposed of the relevant items through one of such firms, namely, Envirocare Recycling Private Limited.
- Institute has kept an E-waste collection system, "**Environcare e-waste policy**" in the reception area.
- Printer Cartridges are generally refilled and not disposed of.
- Old computers are **donated to adopted village** and remaining computers are donated to schools

Waste recycling system

- The Institute has a provision of a separate collection of dry and wet waste. The segregated waste is given to BMC garbage collection trucks. The Institute has limited premises and student strength of only 189 per batch and hence doesn't generate much waste.

The management does not produce any other type of waste such as biomedical waste, hazardous chemicals and radioactive waste.

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Details of the Software procured for providing the assistance	[View Document](#)
Any other relevant information	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The Institute takes pride in the fact that India is a kaleidoscope of cultures that includes umpteen variations in food, clothing, language, festivals and religious beliefs. The Institute celebrates this diversity and strives to instill amongst its staff and students acceptance towards all cultures and classes. This is reflected not only in the varied festivals celebrated by the Institute but also in staff and students that belong to different states and religions.

Cultural, communal and regional diversity

The Institute celebrates festivals such as Diwali, Christmas, Navratri etc. Institute's Student Council arranges a Traditional Day every year in which the students come dressed in their traditional native dress. Muslim students are exempted from attending lectures on Friday when they have to go to mosque.

Linguistic diversity

Various days are celebrated to reinforce the importance of regional and national language.

1. **Marathi Bhasha Diwas -** Institute celebrates Marathi Bhasha Diwas on February 27 to commemorate the birth anniversary of the eminent Marathi poet, playwright, novelist 'Kusumagraj', V.V. Shirwadkar. Various facets of Marathi language are showcased in the form of essay, debate, drama, singing events etc.
2. **Matrubhasha Diwas -** February 21 is proudly celebrated as the Matrubhasha Dibasa or International Mother Language Day (IMLD).

Socioeconomic diversity

The Institute in an effort to contribute back to the society and to promote awareness amongst students about societal concerns, undertakes multiple causes.

1. **Unnat Bharat Abhiyan -** Institute is selected under Unnat Bharat Abhiyan, a flagship program of

the Ministry of Human Resource Development (MHRD) Government of India. The mission of Unnat Bharat Abhiyan is to enable participating higher educational institutions to work with the people of rural India in identifying development challenges and evolving appropriate solutions for accelerating sustainable growth. As a part of Unnat Bharat Abhiyan TIMSCDR selected the following five villages: Vasai, Bendshil, Dahanu,Palghar,Jambhulpada

2. **Extension activities -** Institute is a part of DLLE (Department of Lifelong Learning and Extension) project started by Mumbai University. DLLE is a Statutory Department of the University of Mumbai to promote a meaningful and sustained rapport between the Universities and the community. The working motto of DLLE is, 'Reach to the Unreach', to facilitate the sensitization of the student to the socio-cultural realities, the Department offers for the students, extension work projects encompassing social issues. Registered students participate in extension activities through project submission, poster making and street play. TIMSCDR students bagged First Prize in street play competition on Social Awareness topic "Once upon a time on EARTH " in UDAAN-2020

1. **Social Events-** Institute organizes social events annually to inculcate a sense of responsibility and empathy amongst the students towards those who are under privileged. Social visits are paid to orphanages, old age homes or special schools. The event also arouses a sense of philanthropy amongst the students.

2. **CSR activities -** Institute is involved in various CSR activities to hold ourselves to a set of legal, ethical, social and ecological standards. The following are a few of the CSR Projects under TIMSCDR Consultancy "IgnoVision".

    1. Beat Diabetes App, LTMMC, Mumbai
    2. Monsoon Related Diseases App, MCGM, Public Health Department (LTMMC & GH, Sion)
    3. Human Milk Donation App, Dept. of Neonatology, Dept. of Community Medicine, LTMMC & GH Sion

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Institute recognizes its responsibility to make the future generation responsible social citizens. This entails training students about every social crisis the world is currently facing, from climate change to racial and gender discrimination and inappropriate personal behavior. Here are some ways that the Institute has incorporated this in its curriculum -

1. **Coaching students about their rights and duties** - **Preamble of the Indian Constitution,**

fundamental rights and duties of Indian Citizens are displayed at prominent location in the Institute premises to sensitize students.

2. **Active participation in community and awareness programs** - Time and again as per requirement the Institute has been actively involved in awareness drives such as **Rally for Rivers.**

3. **Classroom discussions on social issues** - Along with classroom discussions, all Institutional events are designed to highlight social or environmental concerns. Ex. International Conference - **ICAIM** focused on application of IT in healthcare, agriculture, waste management; **SYNAPSE** event themed on Sustainability. Many guest lectures to sensitize students about social causes are arranged.

4. **Volunteer for the community** - **Teaching in BMC schools**, cleanliness drives - **Swach Bharat Abhiyan, Blood Donation Camp** etc are organized every year and are conducted under **DLLE extension activities**.

5. **The curriculum that surrounds a social issue** - DLLE activities with its motto 'Reach to the Unreach', facilitate sensitization of student members to the socio-cultural realities and offers for the students, extension work projects encompassing social issues.

The Institute also conducts following activities on a regular basis-

1. **Village visit -** Village adoption is an effort taken by the Institute to facilitate positive impacts among rural and tribal communities. This scheme is considered as a model for energizing the rural economy in India and to avoid rural – urban migration. Institute had adopted five villages: Vasai, Bendshil, Dahanu, Palghar and Jambhulpada as a part of Unnat Bharat Abhiyan. Visits to all five villages are arranged where students and staff interact with villagers and school kids.

2. **Blood Donation and Organ Donation awareness Camp -** Institute arranges guest talk to make students aware about the importance of blood donation and organ donation. Blood donation camp is arranged in association with Mahatma Gandhi Seva Mandir.

3. **Swachh Bharat Abhiyaan-** Institute organizes Swachh Bharat Abhiyaan every year which is a cleanliness campaign run by the Government of India and initiated by the Honorable Prime Minister, Mr. Narendra Modi. Students participate actively in the event and clean the surroundings.

Universal Human Values (UHV) - In an effort to bring in the value aspect in skill based higher education, AICTE has taken the initiative to include Universal Human Values (UHV) in its Model Curriculum for professional education in 2018. TIMSCDR conducts these sessions as part of the orientation program "Student Induction Program" and are also included in their regular lectures.

Many TIMSCDR staff, teaching and non-teaching, have finished a 5 day UHV workshop on "Inculcating Human Values in Technical Education" conducted by AICTE. Few faculty members also volunteer at various capacities in this AICTE initiative.

File Description	Document
Link for any other relevant information	[View Document]()
Link for details of activities that inculcate values necessary to render students in to responsible citizens	[View Document]()

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

India is a land of multi-ethnicity were people of different languages and cultures live together with peace and harmony. India is worldwide known for its cultural diversity and colorful festivals. The National festivals Gandhi Jayanti, the Independence Day and the Republic Day have a distinctive quality which sets them apart from other festivals. The birth and death anniversaries of great Indian personalities, Freedom Fighters, Social reformers, Educationists are commemorated in the campus. Various days such as Marathi Bhasha Diwas, Matrubhasha Diwas are celebrated to reinforce the importance of regional and national language. The Institute recognizes and attests to the overriding importance of these days and celebrates them with great pride.

Following are the list of various activities organized on national festival days and on great Indian leader's birth anniversaries.

Independence Day & Republic Day

Independence Day and Republic Day are celebrated with cheerfulness and patriotic passion every year. The ceremonies include the unfurling of the National Flag, and singing of the National Anthem followed by skits/ plays by students on national and social themes. All the faculty, students and staff were served snacks and tea after the program.

Teachers' day

Teachers' day is celebrated on 5th September, the birthday of the former President Sarvepalli Radhakrishnan, a well-known scholar, teacher and promoter of education. On this special day, students celebrate the contribution of teachers in their lives and shaping up society. Students acknowledge the contribution of teachers in their lives to shape and prepare them to serve the society.

Yoga day

TIMSCDR celebrates Yoga Day on 21st June, every year to bring peace, harmony and happiness to the participants. This includes performance of yoga asanas by faculty members under faculty guidance to reinforce the benefits of yoga for physical and mental well-being

Women's Day

The day is celebrated with an aim to highlight global drive to eliminate discrimination against women. It focuses on the women's participation and contribution in Nation Building activities. Awareness programs are conducted to encourage and motivate women employees and students.

Diwali

Diwali is celebrated as a festival of lights and gifts. Management had arranged for gifts for all faculty members and staff and then celebrated this auspicious day.

Christmas

TIMSCDR celebrates Christmas every year. The campus area is decorated with lights and a Christmas tree.

Navratri

Staff and Students congregate in the campus to celebrate Navratri by participating in Garba dance.

Gratitude Day

A distinctive feature of the TEG is the Gratitude Day celebrated every year on 12 April. The Trustees along with the family members join the employees to celebrate and reaffirm their commitment to improve the image of Group and Institutions. Management organizes a grand lunch for faculty and staff to recognize and appreciate the efforts of their staff.

File Description	Document
Link for Geotagged photographs of some of the events	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

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

Response:

 Best Practice :1

1. **Title of the Practice**

Inter-Sectoral Interactions for Research, Consultancy and Skill Enhancement

1. **Objectives of the Practice**

Concerted efforts are made by the Institute to provide a collaborative platform to staff and students to promote self-learning and innovation.

The practice aims at –

1. Inculcate research attitude in students
2. Exposure to application of Information Technology (IT) domains of Agriculture and Medicine
3. Create opportunities for students and Faculty members to work on live projects through Consultancy
4. Develop skills of Students and Faculty towards sustainable IT based solutions for problem in these domains

1. **The Context**

The application of IT in Agriculture and Medicine domains were taken up by the Institute for assessment of their requirements through several meetings with stakeholders. **Training was arranged for the Faculty** to develop the IT solutions. Solutions were implemented with technical support and training for the users to use the IT solution.

 In the Agriculture domain, **Agriculture Universities were visited** and meetings held with Farmer groups to understand their processes including survey of 300 farmers to understand the limitations in the already available IT solutions and the problems in services and suitable awareness amongst the Farmers was created.

 In the Medical domain, **collaboration with Association of Medical Consultants** and Municipal Hospitals was done through sessions with Doctors to assess their IT needs. Mobile Apps for Hospitals to create awareness amongst the public about common diseases were developed. Doctors were trained to use basic IT applications in their practice for efficiency.

1. **The Practice**

The Institute arranged annual Conferences to build Research, Consultancy and Skills as given below:

1. **ICAIM 2015** - Generic theme of Application of IT
2. **ICAIM 2016** - Leveraging Information Technology for Better Healthcare
3. **ICAIM 2017 -** Leveraging Information Technology for Inter-Sectoral Research
4. **ICAIM 2018 -** Leveraging Information Technology for Agricultural and Nutritional Development
5. **ICAIM 2019 –** Leveraging Information Technology for Waste Management in Agriculture & Medicine
6. **ICAIM 2020 –** Leveraging Information Technology for Sustainability in Agriculture and Medicine
7. **ICAIM 2021 -** Leveraging Information Technology for Sustainability in Agriculture and Medicine – COVID 19 Crisis

The Conference which is a weeklong activity includes the following events:

1. **Pre-conference Speaker sessions** – Guest lectures conducted by eminent and experienced professionals of relevant fields giving insights into various avenues to design and provide IT based solutions.
2. **Students Workshops** – Workshop for students on an emerging technology such as IoT that would help in creation of IT based applications.
3. **Research Paper Presentations** – All students write research papers, under guidance of faculty inline with the conference theme. Presentations of Research Papers authored by Research Scholar from TIMSCDR and other organizations are judged by industry professionals and then published in reputed journals associated with ICAIM. Best research paper award too is presented to the student to motivate the students.
4. **Conference speaker Sessions** - Expert sessions on conference theme by distinguished and knowledgeable professionals from varied domains such as IT, healthcare, agriculture etc are conducted.
5. **Doctors workshop** – Since 2016, we have been conducting workshops for doctors where faculty train them in IT tools that might be beneficial for them in managing their day-to-day operations, connecting to their patients, creating general health awareness or doing collaborative research.
6. **Doctors workshop booklet** - The Doctors workshop booklet is published based on the contents delivered during the workshop. Copyright is sought for this work. The Institute has already received copyright for 2 such booklets.
7. **Research and Consultancy**– Based on the interactions done with varied organizations throughout the year during survey or other sessions, domain specific needs are identified and IT based applications are developed and deployed.

This approach of round the year activities ensures continuous interaction with industry professionals, exposure to various problems in different domains and provides an opportunity to design and develop domain specific IT based solutions

1. **Evidence of Success**

TIMSCDR has associated with various professional bodies for ICAIM since 2015 for improvement in the quality of Research, Consultancy and Skills. work done by the Institute.

Following activities are done under ICAIM:

1. **Publication of Research Paper**
2. **Doctor Workshops**

3. **Development Mobile Apps and Other software**
4. **Students Workshops**

Research:

The Institute has conducted the following collaborative activities:

1. Self-funded research projects with industry and professional bodies like Stelore and MACCIA.
2. Publication of research papers authored by experts from various domains, faculty members and students in the proceedings of the Conference – ICAIM. The Conference has tie-ups with recognized Journals where selected research papers are published.

Consultancy:

The Institutes consultancy cell – "Ignovision" has conducted following consultancy projects:

1. Hands-on workshop for consulting doctors in use of IT for efficiency in their practice.
2. Development of Mobile Applications and Software for Hospitals and Doctors

Skill Development:

The Institute conducts skill enhancement workshops for faculty members and students.

1. Faculty members are updated in latest technology through FDP
2. Workshop on skill development on emerging technologies are delivered by Faculty members to students.

The above activities under the respective heads are listed in the Additional documents.

Institute now has an IoT Excellence lab of its own equipped with 5 sets of Raspberry Pi kits, 20 Arduino kits and a few sensors. The objective of establishing the lab is to train students and collaborate with industry for project development. The students and faculty have already conducted training sessions on IoT for students of 5 schools in the vicinity.

1. **Problems Encountered and Resources required**

Problems Encountered as -

1. Identification of domains to undertake research, consultancy and skill development where the Institute Faculty members can make useful contributions.
2. Identification of resource person(s) in the relevant domains who are enlightened to use IT in their processes.
3. The Institute had to locate areas and centers where communication can be developed for frequent interaction within the limited time available to the faculty members.

After going through the options the Institute selected Healthcare and Agriculture for undertaking Research and Consultancy.

The following resources were required.

Healthcare –

The Institute developed collaboration with Municipal Hospitals of Greater Mumbai and Association of Medical Consultants to understand their processes to provide healthcare to general public where IT could be applied to bring about efficiency in overall services.

Agriculture -

Agriculturists were contacted to implement IT in their practice.

 The Institutional resources have been utilized to establish the above collaborations.

Best Practice :2

1. **Title of the Practice**

Student Mentoring Program

1. **Objectives of the Practice**

Objectives of the program–

1. Interact with the students to assess and find problem areas in students' learning and development processes.
2. Guide students and provide them learning opportunities as per their learning level
3. Identify special talents and skills and pass this information to the relevant committees
4. Receive informal feedback from students about all Institutional activities and incorporate in future planning
5. Create a healthy and safe learning environment and to promote participatory culture among students.
6. Provide sustained motivation and moral support
7. Interact and provide feedback to parents, as and when required

1. **The Context**

MCA Program focuses on applications of emerging information technologies currently being used in the industry. Challenging issues:

Every student has unique problems which are required to be addressed by the Mentor. These include issues like lack of aptitude and pace of learning, presentation techniques, personal problems (health and financial), peer-to-peer interactions by the students. Sometimes the culture and language differences are impediments in the processes. The Institutes adherence towards holistic education needs special participation by the students which they sometimes lack. Incase of Mentors a constant vigilance and follow-up is required for each mentee to get desired results. There is sometimes paucity of time for faculty members to deal with all the mentees. Some problems include dealing with malpractices by the students and consistent failures in exams or placement interviews where special efforts are needed.

The Faculty member has to develop acumenship to deal with a variety of problems.

1. **The Practice**

The admission to MCA Program requires a candidate to pass graduation in any faculty from a recognized university. Thus, candidates coming mostly from non-technical and non-scientific faculties taking admission to this Program face difficulty in grasping the mathematical and technical subjects even though they have mathematics as a subject in higher secondary class. In actual practice IT is being widely utilized in a variety domains including business, services, research, academics, etc. Thus, the Indian Higher Education has to give a serious thought in the context of National Education Policy to include rudimentary knowledge of Mathematics, Science and IT in all faculties of graduation. This will make the candidates comfortable in following the syllabus of graduate and postgraduate programs in Computer Science and Technology.

Each faculty mentor is assigned 15 to 20 student mentees in order that every student is assigned a faculty mentor for the entire course of the MCA program after the admission process is complete. Mentors conduct introductory meeting sessions with mentees briefing them about the Program. Mentor documents the information about the mentees including their personal details along with academic record, attendance, and participation in co-curricular and extra-curricular activities, etc. in the **Mentorship Handbook** where interactions with Mentees are recorded in the Mentorship including further follow-up action. This includes both academic and overall development which helps identification of Fast and Slow learners for further action. The Fast learners are made aware of various participation opportunities in events and competitions and Slow learners are given guidance for improvement. The monitoring includes attendance, academic performance, project work, research paper writing, preparation of profile for placements. The special feature is guidance on mental and physical well being, behavioral and discipline matters. Guidance is also given on up-gradation opportunities such as NPTEL certification courses, membership of professional bodies etc. Mentors create WhatsApp groups with their mentees for quick dissemination of information. Mentors interact and provide feedback to parents, if so required. Mentorship Program creates confidence amongst the students to confide with their mentees to resolve issues if necessary at a higher level.

1. **Evidence of Success**

The 'Student Mentoring Program' commenced in 2011, and has been refined over the years. It was formalized by designing the Mentorship Handbook for recording interactions. Institute received **copyright** in 2017 for the Mentorship Handbook. Guidelines for mentorship program include roles and responsibilities of mentors and mentees. It has helped in following ways -

1. Communication channels among Faculty, Students and Parents. The Director is kept informed.
2. Guidance and support to students during the Program duration
3. Improvement in attendance, placement interviews and academic results of students
4. Platform for students to approach teachers without any hesitations to report any issue related to classes, assessments etc. thus creating cordial working environment for staff and students
5. Semester end meetings are held to get feedback from students
6. Improvement in teacher-student relationship which leads to better alumni relations and increased contribution of alumni in areas of training, placements etc

1. **Problems Encountered and Resources Required**

1. It is difficult for both mentors and mentees to find a common time for interaction. However, there improvement by fixing slots in the time table for mentorship activities. Further, as the mentor guides the students for mini projects, research papers etc the interaction takes place continuously during these activities also.
2. The students being adults are not always open to sharing their thoughts with their mentors.
3. In case any faculty member leaves the Institute then their mentees are assigned to another faculty. Bond between mentor – mentee is formed over a period of time. Switching a mentor in some cases takes time to build the association.
4. Sometimes the problem of the students cannot be settled at mentor level, hence it is referred to the Director.

1. **Notes**

The Mentorship handbook has provided a structured framework for the Student Mentoring Program. It facilitates a smooth transition whenever a faculty member leaves and the mentorship role has to be taken up by a new faculty. Our mentorship handbook has been refined over a period; we obtained copyright for it and even now we are continually trying to improve it. Its format has been appreciated by auditing and accreditation bodies that visit our Institute.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Synapse

TIMSCDR strives to inculcate self-learning, innovation and entrepreneurship amongst it's students. In an attempt to achieve this TIMSCDR conceptualized the event "SYNAPSE - The junction between two neurons – Technology and Innovations" and has been organizing it every year since 2011.

In Synapse all students are divided into groups and each group has to design and develop prototype of an IT related unique product with a distinct application for which financial assistance is given. Students study any relevant problem area, usually pertaining to prevalent environmental or societal concern, propose a solution along with its feasibility study and then design a prototype solution for it. The event also aims at enhancing other important skills of the students like creativity, team work, cost effectiveness, communication skills and how they convert their theoretical knowledge to practical approach and encourage students to think of out of the box solutions. A faculty mentor is assigned to each group who

interacts and guides the students during the entire process.

SYNAPSE consists of two stages- Curtain Raiser and Final Presentation. During curtain raiser, students are expected to present problem identified, feasibility study conducted, survey (if applicable) to identify problem, solution proposed, proposed work break down structure, societal or business impact expected. Products are mentored by faculty members regularly and by industry professionals periodically, wherein they give suggestions to improve the final prototype of the product. Students are able to incorporate all suggestions before the final presentation.

100% students participate in curtain raiser and shortlisted projects in final presentation. Few projects are shortlisted from the projects showcased in the curtain raiser which then participate in the final presentation. During final presentation, students present –

1. Existing system / Problem statement
2. Proposed system and its USP
3. Feasibility study
4. Deployment / Plan of execution
5. Prototype
6. Societal or business impact (ROI) expected
7. Future scope/enhancement
8. Banner (used for marketing)
9. Presentation, teamwork and communication.

Curtain raiser and final presentation both are mentored and evaluated by industry professionals on parameters such as uniqueness, originality, feasibility, finance management, promotional tactics which include advertisements.

The winning teams of Synapse are given certificate and cash prize. The projects showcased in final presentation are also published in the booklet printed by TIMSCDR – "SYNAPSE – Innovation Magazine".

Details of Synapse (AY 2020-21 to AY 2016-17)

Sr. No	Academic Year	Synapse Theme	Number of ideas presented in Final Presentation	No. of students participated	Winning projects	Industry Judges
1	2020 - 21	Leveraging Information Technology for sustainability in Agriculture and Medicine in COVID 19 crises	10	238 (Sem 1 & 3 students)	1. Social Distancing-ID Card- UN goal 3 (Good health and wellbeing) 2. Laser Field Protector – UN-09 Innovation & Infrastructure	7 men 1. Mahin Service 2. T Innova

					3. Saline Monitoring System – UN-3 (Good Health and Well-Being)	3. A 4. N 5. ? Engine
2	2019-20	Sustainability (UN sustainable development goal)	10		1. Pesticide Free India-UN goal 3 (Good health and wellbeing) 2. P&P Education –UN goal 4 (Quality Education)	7 judge 1. Mahine Service 2. ? Innova 3. Solutic 4. ? Ltd Techno 5. C
3	2018-19	Use of IT in Waste Management	10	219 (Sem 1 & 3 students)	1. Avkar Prabandh 2. Pirates of the Waste	6 judge 1. P 2. N 3. T

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						4. Ventur
4	2017-18	Nil	10	208 (Sem 1 & 3 students)	1. Panch-Tantra 2. Pashu-Mandi	7 judge 1. Mahin Service 2. L 3. M 4. M 5. Arts, Comm
5	2016-17	Nil	13	225 (Sem 1 & 3 students)	1. SECURA 2. ALERTOMETER	5 judge 1. INDIA 2. Service 3. D 4. Z 5. KCCo Panvel

Features which make Synapse Project presentation unique are –

1. 100% student participation
2. Providing seed money all groups to develop prototype
3. Continuous mentoring by faculty
4. Periodic mentoring and evaluation by Senior Industry professionals
5. Evaluation in multiple phases, with chance given to students to refine their product in every stage
6. Certificates and cash prize given to winners

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7. Culmination of shortlisted ideas in booklet "SYNAPSE – Innovation Magazine"

Synapse event helps achieve multiple objectives, such as –

1. Students implement entire product development life cycle, from conceptualization to prototype development
2. Students learn to analyze multidisciplinary problems and to design and develop software solutions using emerging tools and technologies
3. Inculcating self-learning, innovation and entrepreneurship in students
4. Inculcating team spirit and develop communication skills in students
5. In some cases students take their Synapse idea ahead and develop them into projects and research papers.
6. Synapse theme that is selected every year is focused on relevant societal or environmental concern. Students study prevalent issues and design their solutions accordingly
7. Senior Industry professionals, entrepreneurs and TIMSCDR alumni working in companies such as Mahindra & Mahindra Financial Services Limited, TCS, Nomura, L&T InfoTech mentor and evaluate Synapse projects which helps students develop an understanding from Industry perspective
8. The event provides a platform for Industry-Academia interaction

File Description	Document
Link for any other relevant information	[View Document](#)
Link for appropriate web in the Institutional website	[View Document](#)

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5. CONCLUSION

Additional Information :

Any additional information about the Institution other than ones already stated.

Concluding Remarks :

Overall conclusive explication about the institution's functioning

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. Number of mentors Answer before DVV Verification : 24 Answer after DVV Verification: 25 Remark : DVV has made the changes as per sanctioned seats.
2.4.2	**Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)** 2.4.2.1. **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years** Answer before DVV Verification: {| 2020-21	2019-20	2018-19	2017-18	2016-17	/ 4 / 4 / 5 / 3 / 2 } Answer After DVV Verification : {| 2020-21	2019-20	2018-19	2017-18	2016-17	/ 0 / 0 / 0 / 0 / 2 } Remark : DVV has given 0 as per shared report.
2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)** 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 147.5 Answer after DVV Verification: 124.5 Remark : DVV has excluded the teachers whose experience is less than a year and the teachers who have left the institution.
3.2.2	**Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years** 3.2.2.1. **Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years** Answer before DVV Verification:

The 2.4.2.1 tables:

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	5	3	2

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	2

The 3.2.2.1 table header:

2020-21	2019-20	2018-19	2017-18	2016-17

11	8	6	4	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
09	2	4	4	1

Remark : DVV has considered workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship only from the supporting documents provided by HEI as per SOP.

3.3.2	**Number of research papers per teachers in the Journals notified on UGC website during the last five years** 3.3.2.1. **Number of research papers in the Journals notified on UGC website during the last five years.** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
09	03	04	15	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
09	01	02	11	0

Remark : DVV has considered only publications which are in UGC-CARE list.

3.3.3	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years** 3.3.3.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18	23	25	25	45

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	19	21	18	31

Remark : DVV has considered the books and chapters having ISBN/ISSN numbers only.

3.4.2	**Number of awards and recognitions received for extension activities from government/**

government recognised bodies during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	04	05	04	03

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	02	04	01	02

Remark : DVV has considered the number of awards and recognitions received for extension activities from government/ government recognised bodies only which has been provided by HEI as per SOP.

3.4.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**
	3.4.3.1. **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	09	09	07	06

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
09	06	06	04	04

Remark : DVV has not consider days activities.

3.4.4	**Average percentage of students participating in extension activities at 3.4.3. above during last five years**
	3.4.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

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1056	1002	502	534	395

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
856	956	412	236	296

Remark : DVV has not consider days activities.

4.2.4	**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**
	4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 79 Answer after DVV Verification: 16 Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)
4.4.1	**Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)** 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
156.66	201.19	249.58	208.31	188.03

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5.06	5.68	4.21	5.62	6.21

Remark : DVV has considered Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary only.

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** 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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
23	19	22	19	17

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : DVV has given 0 as per HEI has not provided the supporting documents as per SOP.

6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).** 6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
19	23	24	24	24 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
11	12	15	19	21 | Remark : DVV has considered programs which are FIVE or more days only and one teacher count if the same teacher has attended more than one program in the academic year
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6.4.2	**Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)** 6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs) Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
46826	338400	370500	222600	321200 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
0.4	3.3	3.7	2.2	3.2	
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	Remark : DVV has converted the value into lakhs.
7.1.4	**Water conservation facilities available in the Institution:** 1. **Rain water harvesting** 2. **Borewell /Open well recharge** 3. **Construction of tanks and bunds** 4. **Waste water recycling** 5. **Maintenance of water bodies and distribution system in the campus** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: D.1 of the above Remark : DVV has select D.1 of the above as per shared report by HEI.
7.1.5	**Green campus initiatives include:** 1. **Restricted entry of automobiles** 2. **Use of Bicycles/ Battery powered vehicles** 3. **Pedestrian Friendly pathways** 4. **Ban on use of Plastic** 5. **landscaping with trees and plants** Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has select B. 3 of the above as per shared report by HEI.
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has select B. 3 of the above as per shared report by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.3	**Number of outgoing / final year students year-wise during last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

| 120 | 115 | 117 | 106 | 105 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 120 | 115 | 118 | 107 | 107 |

2.1	**Number of full time teachers year-wise during the last five years**
	Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 24 | 22 | 23 | 24 | 25 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 25 | 22 | 23 | 24 | 24 |

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