SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

LATE BHAUSAHEB HIRAY S.S. TRUST INSTITUTE OF COMPUTER APPLICATION

LATE BHAUSAHEB HIRAY S.S TRUST INSTITUTE OF COMPUTER APPLICATION, SURVEY NO. 341, NEXT TO NEW ENGLISH SCHOOL, GOVERNMENT COLONY, BANDRA(EAST)
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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Late Bhausaheb Hiray S.S. Trust's Institute of Computer Application Bandra East, was founded in 2001 under the able leadership of Dr.Baliramji Hiray and Mr. Prasad Hiray.

The Parent Organization, Late Bhausaheb Hiray S.S. Trust was established by Dr. Baliramji Hiray (Ex. Education Minister, Government of Maharashtra) with the sole view of providing Quality Education to the people of Maharashtra in the year 1977. It is a charitable trust with leading social workers, philanthropists and doctors as members, with the above laudable objective of providing quality education at reasonable cost for urban and rural people, with colleges spread across Mumbai, Nasik and Malegaon, offering a number of educational courses / programs for over 10,000 students. The trust has started various courses to cater for the different segments of people.

Institute of Computer Appplication (ICA) was estabished in 2001 under the Late Bhausaheb Hiray Smarnika Samiti Trust. Since its foundation in 2001, the college is recognised for its highly dedicated and qualified faculty members, sufficient infrastructure and a strong community outreach programme. The institute is committed to the welfare of each student, encouraging them to imbibe values that will mould them into the standard bearers of excellence in their chosen field, keeping in mind their individual merits and strengths. The institute mentors its students to maintain their originality and develop a carrier-oriented attitude. The institute focuses on outcome-based learning, which aims at delivering courses and programs as well as performing timely assessment of the academic performance and also involving students in cocurricular, extracurricular and social activities. Various activities such as study tours, seminars, workshops, inter-collegiate IT compition and case studies are carried out. Apart from general facilities like computer lab, library etc., the institute also has boys' hostel facilities within the campus. The institute is proud to be an ISO certified Organization and achieves the objectives laid down by ISO every year. The Institute implemented ISO in the year 2009. It has been recertified regularly in the year 2012, 2015, 2018 and 2021 and 2022. The institute strictly follows the norms stipulated by ISO without fail. The positive support of Management has always fostered a stream of ideas and thoughts on campus.

Vision

Committed to provide high-quality software professionals or Entrepreneurs through teaching, research, Project-Based Learning, and innovation to meet the need of industries and society with outstanding facilities.

Mission

1: To empower students to unleash their potential to leverage their computational and research skills through academics and contribute to social progress with their entrepreneurial spirit.
2: To provide the technical solution by imparting theoretical, practical background and Project-Based Learning in the field of Computer science and technology.
3: To groom the students with moral and ethical values and make them socially responsible through mentoring and to equip them with the necessary skills in communication, teamwork and leadership qualities to meet the

needs of the IT-related sectors globally.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The strengths of the institute have been aligned with some of the relevant global goals like creating sustainable communities. We aim at imparting quality education to our students.
- Academic Curriculum has been designed in line with the industry by University of Mumbai. Institute ensures 100% adherence to the syllabus.
- Transparent and student centric learning environment for holistic development and making students industry ready.
- About 80% faculty retention for over 10years. Efficient faculty team work that improves the productivity and performance of the students. Organizes events like workshop, lectures, Seminar by experts for comprehensive development of the students.
- Conducts Industrial Visits tours to create awareness and enhance students with respect to the current trends in IT sectors.
- Emphasis on development of IT Projects in each semester during 2 years course.
- Encouraging socially relevant initiatives and activities to make the students aware about their role and responsibility in the society. Participation in Intra and Inter institutional academic, cultural, social and sports events.
- Counsellor appointed to support the students and listen to their academic, emotional, social, and behavioural concerns in an open and non-judgemental way.
- Collaboration with organization and firms to support the students during and after the completion of the program.
- Mentor- Mentee system for better student support and teacher-student interaction.

Institutional Weakness

- Student fees are only the source of funds, need to have more focus to get government funded projects and grants.
- Unavailability of Patents, Copyrights and trademarks.
- Lacking in developing good number of Research and Development activities and paper publications.
- Lacking in developing incubation center.

Institutional Opportunity

- Institutional Opportunity for Collaboration with industry and other institute for research, innovation and internationalization.
- Enhancing consultancy and extension activities.
- Focus on experiential learning to acquaint with global issues and sustainable development. Strengthening the Alumni Association. Formation of cell to guide the students with respect to Placement, Entrepreneurship and Higher Education.
- The institute provides exposure to students by conducting regular seminars with speakers from across various IT sectors and also organizing industrial visits.

Institutional Challenge

- To sustain and grow in the current dynamic scenario of competition.
- Funding from the various Government, non-government bodies and Alumni.
- Lack of academic autonomy restrains the institute from introducing innovative and need based programs.
- Recruiting /Attracting quality and experienced faculty are a major challenge due to varied external factors.

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. A creative teaching and learning process ensured the effective delivery of the curriculum, and it is recorded in the Faculty Course file. The Academic Calendar is adhered to during the semester including Continuous Internal Evaluation. The faculty members assist the University in curriculum development and part of examination work. Choice Based Credit and Grading System (CBGS) has been followed since the year 2016. MCA 2 years course has been implemented since 2020 with CBCS. Certification and Add on Courses are conducted for the students on a voluntary basis. 90 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. 15.65 percent courses include experiential learning through Internship in the final semester including live industry projects (including both 3 years and 2 years MCA Course) All students undertake project work in the first and second year and Internship. Stakeholder feedback is gathered, analyzed, and any required action is made as a result.

This includes Students (on Infrastructure, Teaching Learning process etc.), Employers (employee performance), Alumni (curriculum, placements).

Teaching-learning and Evaluation

Teaching-learning and Evaluation Average admissions for the last 5 years is 78.29%. The 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, Class Test and Semester exams. Advanced learners are given high level projects and assignments and slow learners are concerned for improvement by conducting redial lectures. Teacher student ratio is 1:20. 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 For efficient curriculum delivery, the teaching-learning process and ICT tools are employed. Students receive individualized attention through the mentorship system.

Till 2022 36% of teachers were Ph.D holders and at present it is about 25% of teachers are Ph.D. holders. There are number of senior regular teachers with over 10 years of service. Internal exams are conducted once 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. CO and PO are displayed at the Website and Notice board, and published in Lab manuals, Faculty Course files. CO and PO attainment is evaluated by Direct and Indirect means including Curricular and Co-curricular activities. The average pass percentage for the last five years is 96.28%, through systematic teaching learning as well as mentorship process.

Research, Innovations and Extension

Late Bhausaheb Hiray S.S. Trust's Institute of Computer Application Bandra East encourages the students and faculties to take up research activities during the two years course, particularly emphasising extensive research in SEM IV. Faculties are encouraged to participate in international/national conferences and also, to regularly publish papers. The institute conducts numerous seminars and workshops related to research methodology, entrepreneurship and industry based skill development. The faculties are encouraged to undertake Faculty Development Programs as per their expertise and interest. The institute carries out extension activities around the year with active participation from students. These activities sensitise students towards community, gender equality, social equity and inculcates values and commitment towards society. In extension activities the institute undertakes four types of Community activities under academic, civic, social and environmental. In Academic extension activities, students are encouraged to go in public and explore community to understand urban issues faced by a selected neighbourhood. They get sensitised with the problems faced by the community, the current scenario of the neighbourhood.

Institutes plans clean-up drives, plantation drives, waste collection drives at various places across Mumbai to make students understand that Environment comes first and their role in achieving Environmental Sustainability is of prime importance. Under Civic responsibility the institute arranges Blood Donation Camps with Hospitals and students, faculties donate blood while contributing to the noble cause. The institute understands its Social responsibility and has made Walk through the Hearts, a social cause event as a yearly ritual to donate funds, books, clothes, stationary and other essentials for the less fortunate strata of the society. The institute is trying to create research and inquisitive culture through collaboration with various industry and social partners. Industrial Visits are undertaken to enhance their practical knowledge.

Infrastructure and Learning Resources

Facilities for academic infrastructure are stated as follows,

- Late Bhausaheb Hiray Institute of Computer Application is situated at Government colony, Bandra, Mumbai. It is an independent institutional building having five floors with a total built up area of 4346.06 Sq.M. The building also has a hostel facility for students.

- The building has state of art infrastructure facilities consisting of classrooms, library, computer laboratory, workshop spaces, auditorium hall, canteen, staff rooms and common rooms. In addition to this the institution has all the laboratories required for the MCA curriculum.

- Facilities like administrative department, accounts, exam department, staff rooms etc, are air conditioned and equipped with Wi-Fi and other IT infrastructure facilities.

- The institution has spacious classrooms equipped with overhead projectors, CCTV and WiFi connections.

- The college also has a computer laboratory with advanced workstations loaded with various software like Anaconda, Visual Studio, and Android Studio etc.

- The building houses a 145 SQM large air conditioned auditorium hall with acoustic treatment and Audio visual facilities and comfortable seating.

- The college library has an area of 145 SQM and provides access to various resources and research material. Library has huge collection of Books, Text books, Periodicals, Dictionaries, Journals which is organised by DDC-23 classification system. Library is equipped with IT facilities and Wi-Fi

- There are dedicated laboratory to conduct practical, study and investigate new things.

- The college has a wide entrance lobby cum waiting area, an air conditioned conference room with audio visual facilities and also a mini conference room.

Student Support and Progression

The Late Bhausaheb Hiray S.S. Trust's Institute of Computer Application provides students the assistance they require to grow holistically and get significant involvement in campus learning. Under various types of DBT-regulated programs, the institute assists students receive government scholarships (Direct Benefit Transfer).

It conducts various capacity building programmes (Life skills, Soft skills/ Communication skills, Computing skills) during the academic year in order to promote overall development of students. Various programs are conducting during the academic year for the same.

Late Bhausaheb Hiray S.S Trust's Institute of Computer Application has established a number of committees to work in an organized manner with educators, learners, and administration. These committees facilitate a platform for students to resolve their issues related to academics, reservation, and other problems such as anti-ragging and sexual harassment. Meetings are conducted periodically for students and their issues and concerns are heard and resolved.

Students participate in various Sports and Cultural programs/ activities/ competitions such as Annual College Festival, Annual Sports competitions. It gives students an opportunity to showcase their cultural skills and also help them to develop a competitive spirit through various sports.

College has set up a formal Alumni Association and has registered it under Societies Registration Act, 1860 in June 2023. The institute is well connected with all our Alumni batches through Facebook, LinkedIn page and WhatsApp groups. It has group messages being sent out batch wise for each event and updates about the college and its activities. The College also invites alumni to contribute to the college publications as well. Alumni are invited on regular basis for seminars, workshops, experts talks. Alumni are also invited for annual festival as a guest of honour, speaker. Alumni are assisting and giving back to the college by helping current batch students in providing internship and placement.

Governance, Leadership and Management

Late Bhausaheb Hiray S.S. Trust's Institute of computer Application is managed by Late Bhausaheb Hiray S.S. Trust with an aim of promoting quality technical education. The trust has completed 23 years of dedicated services in technical education. We, at Late Bhausaheb Hiray S.S. Trust's Institute of computer Application, are committed to "impart comprehensive education, keeping abreast with the existing trends to make students sensitive towards sustainable development, socio-cultural aspirations, and thus actively participate in creating a better world."

In line with the institution's philosophy, at the Computer Application Institute, our mission is to encourage academic excellence and independence of thought. Our endeavour is to support the career and personal development of the students. We are passionate about grooming leaders who are not only thorough professionals but also good human beings with values who can contribute to the overall development of society. For details refer http://www.hirayica.edu.in

Service rules- service rules are followed as per the management rule book for teaching and non-teaching staff. Teaching staff is appointed through a selection committee which consists of core committee, at least one member of management and representative appointed by Mumbai University/AICTE as per norms. Pay scales are given as per norms. For the appointment of non-teaching staff, provisions given in management's service rule book are followed.

Governing body, College Development Committee (CDC), Principal and core committee and Internal Quality Assurance Cell (IQAC) play an important role in achieving overall academic excellence through creativity and innovations. The Institute seeks its vision and mission through well designed perspective and strategic plan that outlines various measures to be taken for growth / development of institution which mainly focuses on enhancement of teaching learning processes, to nurture value-based, creative and critical learning, promotion of research, holistic development of students, to enhance academia Industry interface etc. The committee also includes parent representatives, alumni of the institution, student representatives, and specialists from the building sector such as architects, engineers, interior designers, etc. Due to the committee's recent formation, an evaluation of the teaching and learning process, organisational structures and methods, and learning outcomes is currently being undertaken.

Institutional Values and Best Practices

Late Bhausaheb Hiray S.S.Trust's Institute of Computer Applications respects all genders. The Institute promotes gender sensitization through Curricular, co-curricular activities and extension activities like workshops, seminars, counselling etc. The curriculum includes various programs which promotes gender equity. The institution constituted various committees as per norms laid by University/UGC, the functions of these committees are displayed on notice board of the institution.

Safety and security of the campus is closely monitored through CCTV cameras installed at all important locations such as, staircases, passages, entry exits, classrooms, laboratories etc. The college campus is guarded by security guards at the entrance. Security guards maintain a register of visitors with necessary information such as name, address and mobile no. Our institute has one female security guard at the entrance. It helps to keep a check on antisocial activities. Students and other employees in the college too remain cautious about the surveillance.

Student council is formed every year for smooth coordination of students with faculties. Our Institute invites women entrepreneurs for interactive sessions on Entrepreneurship in upcoming computer technology career. Our Institute had organized Awareness and interactive sessions with local police officer on cybercrime to create general awareness in female about crimes and security terms.

Counsellor is appointed in the college for students as well as faculties to tackle different work pressures, time management, family concerns. Counsellor is scheduled for the appointment for students/ faculties on a particular day at a particular time.A room is allocated to the counsellor for interaction and all the records are kept confidential. The counselling service offers solutions for specific problems in a satisfying manner.

Girl's common room is provided in the college which is equipped with a laptop and Wi-Fi connectivity, a changing room and toilet facility with sanitary pad dispensers is also provided. The college promotes women empowerment by appointing more female faculties. The institution has in-house boys' hotel facility which accommodates 32 students. Recreational area is also provided in the hostel. A warden is appointed for safety and security for students staying in the hostel.

Our Institute implements following best practices:

1) ISO 9001:2015 Implementation (Quality policy set for the Institution): Late Bhausaheb Hiray S.S.Trust's Institute of Computer Applications received ISO 9001:2008 certification in the year 2009, it was renewed successfully every year. Next reissue due date is 22.10.2024

2) Institutes Social Responsibilities: Late Bhausaheb Hiray S.S Trust's Institute of Computer applications issues an ISR policy because it puts positive value on the well-being of others or society as an end in itself. Institute treats it as its moral duty. Many students participate in all the activities enthusiastically. The various social activities like blood donation, beach cleaning, and tree plantation are conducted under ISR.

Late Bhausaheb Hiray S.S.Trust's Institute of Computer Applications has developed policies for the management of waste, green campus initiative and barrier free environment. The institute has witnessed and nurtured cultural, regional, linguistic and socio-economic diversities in students and as well as in teaching and non-teaching staff members.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LATE BHAUSAHEB HIRAY S.S. TRUST INSTITUTE OF COMPUTER APPLICATION
Address	Late Bhausaheb Hiray S.S Trust Institute of Computer Application, Survey No. 341, Next to New English School, Government Colony, Bandra(East)
City	Mumbai
State	Maharashtra
Pin	400051
Website	hirayica.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director(in-charge)	Vikram Ramlakhan Patalbansi	022-26570986	8104916880	-	hiraymcanaac@gmail.com
IQAC / CIQA coordinator	Rashmita Pradhan	022-26570892	9619455631	-	rashmitapradhan.hiraycollege@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	[View Document](#)

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	16-05-2023	12	Current year academic year extenstion of approval sanctioned

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	Late Bhausaheb Hiray S.S Trust Institute of Computer Application, Survey No. 341, Next to New English School, Government Colony, Bandra(East)	Urban	0.45	4346.06

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,Master Of Computer Applications, Computer Applications	24	Graduation	English	120	120

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				3			
Recruited	0	0	0	0	0	0	0	0	1	2	0	3
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				3				6			
Recruited	0	0	0	0	1	2	0	3	2	4	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	8	6	0	14
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	1	0	2	3	0	7
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	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

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Part Time Teachers									
Highest Qualificatio n	**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	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**
	1	0	0	1

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	84	12	0	0	96
	Female	23	1	0	0	24
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	0	8	12
	Female	0	0	3	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	1	1
	Others	0	0	0	0
OBC	Male	5	1	8	9
	Female	2	1	3	4
	Others	0	0	0	0
General	Male	51	17	67	60
	Female	7	8	26	25
	Others	0	0	0	0
Others	Male	4	3	4	17
	Female	2	0	9	9
	Others	0	0	0	0
Total		73	31	129	137

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Master of Computer Application (MCA) is a career path that focuses on the integration and applications of technical knowledge, logical and creative thinking, and innovation as per the user needs leading to holistic learning. The collaborative, interdisciplinary and multidisciplinary project based learning approach assists the students not only with conceptual knowledge but also give exposure to application of concepts. In view of various electives subjects, workshops, seminars and guest lectures are arranged and collaborations are initiated to bridge the gap between academics and industry. This encourages the students to develop a problem solving nature with critical thinking towards multiple disciplines and

	resolving the issues with realistic perspective.
2. Academic bank of credits (ABC):	Academic Bank of Credits benefits the students and make them understand its importance in relation to Indian education system. By implementing ABC students can avail multiple entry and exit options in higher education institutions globally, which supports student's mobility, lower the risk of student dropout. This boosts confidence and encourage further learning in line with their interest. The curriculum designed in the institute for MCA course is aligned with the guidelines prescribed by the All India Council of Technical Education (AICTE) and syllabus by Mumbai University; that is based on credit systems according to the importance of the course. No guidelines have been received from our AICTE and all students' ABC accounts have been opened.
3. Skill development:	The role of NEP 2020 in skill development is to equip and make the students ready for future challenges and opportunities. MCA course is based on skills and technology advancement. It can amalgamate with any other technology very easily. In MCA courses skill development assists in holistic growth and broadens the learning palette. To enhance the skills, the institute conducts elective courses, workshops, seminars, and guest lectures for subjects like Data Analytics, Cloud Computing, Machine Learning, and Digital Marketing with Social Media along with communication, creative writing, interview technique and presentation. The institute has well learned faculties and equipped computer lab to upgrade the teaching learning. Industrial visits and hands on workshops are conducted to supplement the knowledge. In MCA course not only technical and computer skills but communication, analytical and creative skills are equally important and are assets for the profession.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In the past few years, more and more people have realized how important it is to include Indian knowledge methods in higher education. This merging includes many things, like teaching in Indian languages, including cultural elements in schoolwork, and using the internet to spread information. As evaluators, it's your job to make sure that these kinds of attempts to integrate are working so that students get a well-rounded education that is sensitive to their

culture. Teaching in Indian Languages: One of the most important ways to bring together Indian knowledge systems is to teach in Indian languages. This method not only protects different languages, but it also helps students understand and be interested in what they are learning. Assessors should look closely at how many and how easy it is to get to classes taught in Indian languages, as well as the quality of the translations and make sure that faculty members are fluent in the language. It's also important to make sure that the language choices are open to kids from a wide range of linguistic backgrounds. Cultural Integration: Cultural integration is one of the most important ways to learn about Indian knowledge systems, even more so than language. When evaluating schools, officials should check how cultural aspects like traditional practices, rituals, literature, and art are included in the lessons. Also, schools should support methods that combine different fields of study so that old and new ways of knowing can talk to each other and create a wide range of learning opportunities. Using Online Courses: In this digital age, online venues give Indian knowledge systems a chance to reach a larger audience than ever before. Assessors should look at how online classes are designed and taught to make sure they are accessible, interactive, and respectful of different cultures. It's also important to make sure that online tools are accessible to all students, even those who don't know much about technology or how to use it. Multimedia tools, virtual labs, and collaborative platforms should be used by institutions to improve the learning process and encourage students to get involved with Indian knowledge systems. Factors for Evaluation: The following factors can be used to help evaluate how well Indian knowledge systems have been integrated: 1.How many and how well-taught Indian language classes are available. 2.Adding cultural factors to the school curriculum. 3.Different points of view and methods from different fields. 4.Online tools that are easy to get to and include everyone. 5.Engagement and feedback systems to keep making things better. Incorporating Indian knowledge systems properly into higher education needs a multifaceted method that includes language, culture, and technology. As judges, it's our job to carefully look over these projects and make sure they show off the variety and

	richness of India's intellectual history. By making traditional knowledge and modern learning work together, schools can teach a new group of students who are ready to face the challenges of the future while still respecting the wisdom of the past.
5. Focus on Outcome based education (OBE):	Outcome based education emphasizes on the skills and knowledge the students are expected to know after the completion of the course. In this system of learning the curriculum is enriched with topics relevant to the current needs, emphasizing on the latest advance knowledge, and sensitizing the learner with the socio-cultural issues and challenges. These initiatives groom the learner holistically by bridging the gap between academics and industry, so as to enable the learner to successfully face the world challenges. Our Program Outcomes (PO) have been decided, Course Outcomes (CO) have been mapped with POs. Every aspect of teaching learning is linked with outcome. The institute in this regard takes initiative by conducting regular feedback from various stakeholders to implement the suggestions, thus enhancing the curriculum
6. Distance education/online education:	Online education has become a new way of teaching-learning. MCA being a software development and its related technology course where teaching learning happens through one-on-one interaction this system of education becomes a challenge. This mode of teaching can be adopted effectively in some courses such as learning advance software, understanding market trends, enriching with advance technology and making student aware with the socio-cultural issues. This mode of learning had become very effective during COVID-19. The institute is well equipped and takes initiative in conducting the online courses efficiently by compulsorily enrolling students in Sawyam and NPTEL courses. This mode enables to connect to the expert professional all over the India's top notch colleges like IIT, NIT etc.. Online seminars, symposiums, guest lectures are periodically organized by the institute that provides easy access to multiple resources.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. An electoral literacy club is a platform to make the students aware of their voting rights and acquaint them with the registration and voting processes.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, students' co-ordinator and co-ordinating faculty members have been appointed by the College and the ELCs are functional. And ELCs are representative in Character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Institute conducts a number of activities to sensitize students and employees through activities like celebrating constitutional day, youth day, voter's awareness program and voter's registration drive for adopting the values, rights, duties and responsibilities of citizens. The constitutional day on 26th November is observed every year and a pledge is taken by all students and staff members. The college has also recently formulated an Electoral Literacy Club (ELC) in which the institute conducts voter awareness programs. A poster design competition is organized and a special speech is delivered on the importance of the value of casting the vote and how it helps in protecting the constitutional obligations under the ELC, every year during the college's annual festival. This is followed by a walkathon.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Following activities were undertaken in past few years to encourage students above 18 years A poster design competition is organized and a special speech is delivered on the importance of the value of casting the vote and how it helps in protecting the constitutional obligations under the ELC, every year during the college's annual festival. This is followed by a walkathon. Vote for Nation - Walkathon Race and Poster Design Competition -27/01/2019, 27/01/2021, 29/01/2022, 21/01/2023
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The ELC is evaluating the possibility of conducting a registration drive in the premises. Following activities were undertaken in past few years to encourage students above 18 years:- Vote for Nation - Walkathon Race-27/01/2019, 27/01/2021, 29/01/2022, 21/01/2023. More such activities will be undertaken by ELC set up this year, as well as the Institute to motivate the students to register themselves.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
271	294	220	166	216

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 14

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	11	11	12

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
39.64	96.03	70.57	35.12	61.84

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

L.B.H.S.S.T's Institute of Computer Appication is affialated to University of Mumbai and approved by AICET.

Institute is ISO 9001-2015 certified.

The Institute adheres to the University of Mumbai's Master of Computer Applications curriculum. The Institute website has a soft copy of the syllabus uploaded, and a hard copy is kept in the library.

Curriculum Planning:

At the start of the academic year the detailed curriculum, its planning and delivery is finalized. This includes the University of Mumbai's curriculum as well as extracurricular and co-curricular activities that improve employability. This is accomplished by covering the curriculum using cutting-edge instruction, lab exercises, hands-on learning, and interactive learning techniques.

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 (Eternia), ISR(Institutional Social Responsibility) etc. 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.

Parents and first-year students participate in an orientation programme that is organised in accordance with the academic calendar to provide them with information about extracurricular, co-curricular, and curricular activities. Course outcomes (CO) and programme outcomes (PO) are disseminated during the first session of every course.

Curriculum Implementation:

In order to continuously monitor the efficacy of learning, the faculty performs Continuous Internal Evaluation throughout late course in accordance with the plan, which includes tutorials and module-specific exams. The Doubt Solving sessions are conducted as and when required. Lecture span is 60 minutes, for understanding, absorption and retention. 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 counselled. As per the semester plan Director keeps a constant check on the quality of the teaching learning process by monitoring the Semester Teaching plan. The faculty provides help to the students, while the library issues reference volumes under the Book Bank Scheme and offers online e-Resources to encourage self-learning. At the end of the semester, the faculty members calculate Term work with attainment level for CO and PO as per Student feedback about the Course, marks attained through Internal and external examination and evaluation of cocurricular activities. 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 CDC and IQAC.

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

1.2 Academic Flexibility

1.2.1

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

Response: 7

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 87.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
270	159	220	160	216

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Institute uses a complete 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 the 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

Gender: There is no prejudice when it comes to hiring faculty, and staff, admitting students, assigning responsibilities, 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 personality development, soft skill development etc. An Internal Complaint Committee has been established for counseling on receipt of any grievances. Women's Development Cell organizes sessions on women's health, safety, and empowerment.

Environment and Sustainability:

In order to sensitize students about social awareness, values, and environmentally responsible behavior among students, the curriculum has a "Green Computing" and "Institute Social Responsibility" course. The institute organizes a number of activities such as seminars, workshops, conferences, guest lectures, industrial visits and field visits for students.

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 Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 26.94

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

Response: 73

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 78.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
137	137	128	31	73

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

2022-23	2021-22	2020-21	2019-20	2018-19
138	138	129	120	120

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 41.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	35	27	6	15

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

2022-23	2021-22	2020-21	2019-20	2018-19
61	61	61	61	61

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 24.64

2.3 Teaching- Learning Process

2.3.1

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

Response:

Institute strives to integrate Experimental, Participatory and Problem-solving methodologies by formulating innovative teaching-learning methodologies that bring a profound learning experience for the divergent students in the Industry 5.0

Experiential learning-The institution imparts the following experiential learning practices to enhance creativity and cognitive levels of the students –.

- **Lab Experiments** - Each semester has at least 3 labs based subjects where students implement practically the concepts learnt theoretically in the Classroom
- **Mini Projects** – Each semester (I,II and III) of 2years MCA programme has Mini project as a part of the curriculum. Similarly in 3years MCA course Sem II and IV have Mini Project as part of the curriculum.
- **Internship Projects** - During Internships, at Semester IV and VI 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

Participative Learning: Students are encouraged to participate in activities where they can use their specialized technical and managerial skills.

- Students give **Group Presentations** as part of their assignments.
- To enhance the Leadership quality, Students participate in **Group Discussion** as part of their soft skill development.
- **Hands on workshops c**onducted 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 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.
- Students participate in various **extra-curricular competitions** through Tarash the annual Festival.
- To promote the spirit of Team work and Communication efficiency Students **organize annual Tech Fest Eternia**.
- To Promote the Leadership. Presentation and Communication skill, Students participate in **Project Exhibition.**

Problem-solving methodologies: In a problem-solving method, students learn new knowledge by facing the problems to be solved. The students are expected to observe, understand, analyse, interpret, find solutions, and perform applications that lead to a holistic understanding of the concept. This method develops student's critical thinking to come out with alternatives in practical situations and scientific process skills in the students. Problem -Solving Methodologies followed in Institution include approaches such as:

1. Regular Teaching learning Process to achieve Program Outcomes
2. Giving assignments and quizzes at the end of instruction of each unit.
3. Case Study Analysis and Discussion.
4. Independent Self learning

ICT- enabled tools

Effective content delivery by using ICT tools in the class room for better understanding and reinforcement of the concepts and problem-solving is adopted by all the faculty of the institution.

The use of Tinkercad, Thingspeak for designing IoT models and statistical analysis of experimental results in project works.

Google Classroom is a mandatory ICT tool for learning process and resource management, and it also enables monitoring of students' learning process.Teaching-Learning Process is supported with Digital Library, Online Courses (NPTEL Swayam), online journals, Online tests.Use of LCD projectors for seminars and workshops, productive use of educational videos, and accessibility of non-print material for students of different disciplines.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 91.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	14	11	11	12

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

2.4.2

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

Response: 12.73

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	1	1	0

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

MCA programme is affiliated to University of Mumbai, the rules and regulations for conducting the same are as per the University of Mumbai. The university guidelines related to internal and external examination pattern are communicated to the students in the induction program.

1. Institute has the examination committee that prepares the internal theory and practical time table as per academic calendar of the Institution and is communicated to the students through notice board, social media groups and concern class teachers make announcement in the classroom .
2. The syllabus for the internal examination is communicated to the students in advance by the concerned subject teacher.
3. The answer sheets are shown to students after evaluation for their information which provides transparency and accountability in the evaluation process.
4. The students can approach to the teachers in case they need a clarification on the given marks based on the scheme of valuation as stated. The subject teacher briefs to the students in the classroom about their performance in the internal examination. Teacher provides necessary guidance and counselling in this regard. If any student lags behind, he/she is given a chance to appear for another internal test for improvement of performance.
5. Marks lists of the students are prepared after the evaluation and documented for the further clarification. To ensure the transparency, the internal examination committee displays class wise

mark lists on the central notice board for kind inspection of the concerned students

6. Result review meetings are conducted with result analysis and the remedial actions for further improvements are arrived after discussion with faculty, HoD and Director and subsequently communicated to parents.

7. The Continuous evaluation for laboratory courses are assessed in the similar pattern followed for theory courses. For each laboratory sessions, the student is assessed through viva questions, observations.

8. The university circulars for semester end exams being communicated to the faculty members and students by coordinators.

9. The university practical examination evaluated by the external examiner appointed by Mumbai University.

10. The evaluation for Mini Project is assessed by internal faculties considering key parameters.

11. Internship Project progress is internally assessed by conducting periodical project reviews covering key parameters.

12. The final project progress is assessed by the committee appointed by Mumbai university.

13. At the end of each semester the director and academic coordinator verifies the internal marks of all the students and are submitted to the university through college login accounts on the university examination portal.

14. During COVID -19 lockdown phase the internal examinations and practical viva of all semester were conducted in online mode through Test Portal and Google meet.

15. Any grievances regarding internal examinations are immediately resolved by the respective teacher and the head of the department. Grievances occurring to external examination results follow the set guidelines and procedure laid by Mumbai University.If students have any doubts regarding assessment of answer sheets then he/she can apply for the photocopy of assessed answer sheet and also can apply for revaluation within one week after the declaration of result. Revaluation result is displayed on university website.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program Outcomes (POs) are derived from Graduate Attributes defined by the National Board of Accreditation (NBA) for graduate courses. Program Specific Outcomes (PSOs) and Program Educational Objectives (PEOs) are defined by departments which are specific to the program.

Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. POs incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated.

Institution adheres to the syllabus prescribed by the University of Mumbai for MCA.

- The Course objectives and Course Outcomes (COs) are defined in the syllabus framed by the university. Course Outcomes are statements that describe significant and essential learning that learners have achieved and can reliably demonstrate at the end of a course. COs identify what the learner will know and be able to do by the end of a course.
- These outcomes relate to an ability to apply principles of mathematics in a variety of contexts. It also relates to an ability to use the techniques, skills and tools necessary for science & technology practice and ability to design as well as to analyse and interpret data.
- It is expected that the student is able to apply the knowledge at the end of the course.
- POs, and PEOs are displayed on the website of the Institution.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

- Final PO attainment is based on Direct PO attainment and Indirect PO attainment
- **Direct PO attainment** is based on Direct and Indirect CO attainment

CO Attainment

Assessment methods include **direct and indirect** methods. The process of course outcome assessment by direct method is based on Class Test, Continuous Assessment and Semester end examination. Each question in Class Test/semester end/assignment/Case studies is tagged to the corresponding CO and the overall attainment of that CO is based on average mark set as target for final attainment.

1. **Class Test** is conducted once a semester and each of them covers the evaluation of all the

relevant COs attainment.

2. **Continuous Assessment is based on Assignments, Presentations, Case studies, quiz etc.**
3. **Semester End Examination** is descriptive, and a metric for assessing whether all the COs are attained.

The indirect assessment is done through the course end survey.

Rubrics

Rubrics are formulated for the assessment of Laboratory, Mini Project, Major Project, Seminar and Internship courses. The attainment of Course Outcomes of all courses with respect to set attainment levels are given under.

% of CO attainment	>=70%	>=50%&<70%	>=45%&<50%	<45%
CO attainment level	3	2	1	0

Indirect PO assessment is done through Graduate Survey

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

2.6.3

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

Response: 96.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
124	153	59	60	70

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

2022-23	2021-22	2020-21	2019-20	2018-19
128	159	62	62	73

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.51

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

      • The Institute opened its Mumbai-Bandra East Campus in 2021 with the   goal of providing a complete education that is in line with current trends and making students aware of sociocultural and sustainable development goals so that they can actively help make the world a better place.

- The institute is always working to encourage people to do study and work together. Faculties are urged to publish and take part in a number of national and international conferences.
- The institution also encourages students and faculty to do research while they are in college by giving them projects to work on every semester that are based on solid study before they start developing.
- The organization is working with the participating university to set up Institution's Innovation Council (IIC) and has already started the process of setting up the Incubation Center.
- The college does things that help the community, and students and faculty are involved. Over the

course of the year, these events will happen both on and off campus.

- This makes sure that students are aware of community problems like gender inequality, social injustice, and so on by teaching them values and a strong commitment to society.
- The institute is always working to build a culture of study through different partnerships and connections. To help students learn about market research, classes and seminars with professionals in the field are set up.
- The institute's job is to broaden the students' views by putting together talks and seminars on related fields to software development and networking etc. They do this by making sure that students learn from professionals in these other fields of IT Sectors.
- The institute also thinks that learning should happen outside of college, so students are urged to take part in various competitions put on by other colleges.
- By setting up a separate study and design cell, the institute takes a multidisciplinary approach to learning and getting information.

By forming the Institution's Innovation Council (IIC), the institute works with professionals and experts to create a dynamic learning space that promotes creativity, values critical thought, and gets students ready for the modern IT world, where things change quickly. With the help of our faculty and experts from Late Bhausaheb Hiray S.S. Trust's Institute of Computer Application Bandra East, IIC is always looking for new ways to work in IT. It has given our students a chance to learn a lot about the business world, and it encourages students of all ages to take part in competitions and do projects connected to the business world.

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

3.2.2

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

Response: 21

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	8	7	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 1.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	4	2	2

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0.14

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

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

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

3.4 Extension Activities

3.4.1

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

Response:

- The Institute was established in the year 2001 at its Mumbai - Bandra East Campus with a vision to impart comprehensive education and encourage students to actively participate in all extension activities institute plans.
- The institute aims at producing professionals who are deeply rooted with our community and are sensitive towards the Social & Cultural changes prevailing in our society.
- The Institute also encourages academic excellence and grooms leaders who are not only thorough professionals but also humans with values and empathy that can contribute to the overall development of the society.
- The institute undertakes various programs throughout the year which bring social and environmental sensitivity in the students. By dealing with current societal issues and environmental issues students understand the seriousness of the topics and in turn reflect this understanding in their design proposals.
- In extension activities the institute undertakes four types of community activities namely academic, civic, social and environmental.
- In Academic Extension Activities, students are encouraged to go Industrial Visit every year in IT companies.

- Under Environmental Activities, the institute constantly makes students understand the concept of environment first by planning clean-up drives, plantation drives, waste collection drives at various places across Mumbai.
- Students are made aware about their Civic Responsibility by arranging the blood donation camp each year in the institute. Students and faculties come forward in large numbers to donate blood. This creates the sense of belongingness towards the community service and thus uplifting the morale of the needy in the society.
- The institute very well understands its Social Responsibility and hence is always eager to plan social cause activities like Walk Through Their Hearts each year. In this activity, donations of essentials, like food supplies, clothes, books, stationary etc are given to the needy and neglected strata of the society. In addition to the donations, students and faculties also spend quality time engaging with the people at the centres by singing, dancing and interacting with them.
- All these extension activities taken by Late Bhausaheb Hiray S.S. Trust's Institute of Computer Application Bandra East throughout the year sensitizes students about social cause, environmental responsibility thereby ensuring the holistic development of students and society

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

3.4.2

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

Response:

The institute undertakes blood donation camps each year as a part of Civic and Institute Social Responsibility. Every year the institute collaborates with a hospital in the city and invites it to the institute to extend our service of blood donation.

In the year 2021 the institute collaborated with Jaslok Hospital Mumbai for blood donation camp on the occasion of our founder trustee Dr. Baliram Hiray birth anniversary on 16th December.

In the year 2022 and 2023 the institute collaborated with Sir H N Reliance Foundation Hospital Girgoan Mumbai for blood donation camp on the occasion of our founder trustee Dr. Baliram Hiray birth anniversary on 16th December.

On this occasion an overwhelming response from the students, staff and faculties was experienced and each one wholeheartedly fulfilled their responsibility towards the society. For the entire day the hospital staff was in the campus and the camp was arranged in the institute's auditorium with proper after care of the blood donors. In order to acknowledge the civic responsibility the institute was awarded with the certificate of appreciation by the Jaslok Hospital Mumbai and Sir H N Reliance Foundation Hospital, Girgaon, Mumbai.

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

3.4.3

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	1	0	0

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

3.5 Collaboration

3.5.1

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

Response: 12

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Facilities for academic infrastructure are stated as follows,

- Late Bhausaheb Hiray Institute of Computer Application is situated at Government colony, Bandra, Mumbai. It is an independent institutional building having five floors with a total built up area of 4346.06 Sq.M which is shared alongwith Dr. Baliram Hiray College of Architecture The building also has a hostel facility for boys.
- The building has state of art infrastructure facilities consisting of classrooms, library, computer laboratory, workshop spaces, auditorium hall, canteen, staff rooms and common rooms. In addition to this the institution has all the laboratories required for the MCA curriculum.
- Facilities like administrative department, accounts, exam department, staff rooms etc, are air conditioned and equipped with Wi-Fi and other IT infrastructure facilities.

- The institution has spacious classrooms equipped with overhead projectors, CCTV and WiFi connections.
- The college also has a computer laboratory with advanced workstations loaded with various software like Anaconda, Visual Studio, and Android Studio etc.
- The building houses a 145 SQM large air conditioned auditorium hall with acoustic treatment and Audio visual facilities and comfortable seating.
- The college library has an area of 145 SQM and provides access to various resources and research material. Library has huge collection of Books, Text books, Journals which is organised by DDC-23 classification system. Library is equipped with IT facilities and Wi-Fi
- There are dedicated laboratory to conduct practical, study and investigate new things.

- The college has a wide entrance lobby cum waiting area, an air conditioned conference room with audio visual facilities and also a mini conference room.

Late Bhausaheb Hiray Institute of Computer Application is located at Government colony, Bandra east which is a highly commercialised area, due to which the institute does not have its own sports ground, but to provide the students with the sport facilities the institute uses the rented playgrounds which are in control of MCGM (Municipal Corporation), PWD during the annual sports event.Institute has a multipurpose hall (Auditorium) on the ground floor that is used for indoor sports activity during the above events and also throughout the year for indoor sports facilities. Also the institute has a recreational

space of "300 SQM" where annual cultural festivals like Tarash are held.

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

4.1.2

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

Response: 8.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.33	4.36	0.25	2.45	19.06

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

LATE BHAUSAHEBHIRAY COLLEGE OF M.C.A.

T.R.VENKATARAMAN LIBRARY

LIBRARY IS OPEN ACESS FOR USER

LIBRARY COLLECTION

Library has huge collection of Books, Text books, Periodicals, , Dictionaries, , Journals which is organised by DDC-23 classification system.

STACK AREAS

- All Books are stacked in this section
- Books are classified by DDC 23nd edition and arranged subject wise
- All books are having barcode.

LIBRARY TIMING

Monday to Saturday: 7.45 am to 4.45 pm

Library has equipped with Barcode, Scanner, Xerox, Camera's, AC, and Carpe

LIBRARY SERVICE FACILITIES

1. Reference Service
2. Referral Service
3. Current Awareness Service
4. Reprography Service
5. Indexing Service
6. News Paper Service
7. Visitors need to submit their I-card and authority letter from their respective colleges at the counter.
8. The library can be used by them (visitors) only for reference.
9. Books will not be issued to visitors.

LIBRARY SOFTWARE:

SYSTEM FOR LIBRARY AND INFORMATION MANAGEMENT:21
Nature of automation (fully or partially):PARTIALLY
Version: 10.0.15063 build15063
Year of Automation: 2009

The library operations are integrated the

SYSTEM OF LIBRARY MANAGEMENT SOFTWARE (SLIM)

Library effectively uses the OPAC System which is the online public access catalogue which helps in connecting and exchanging information with a digital library system. Within campus. The software used is SLIM 21 for the purpose. Following is the Introduction of OPAC system, Information about the SLIM 21 software and it features. The abbreviation of SLIM is System for Library Information Management and 21 is version name. SLIM21 is integrated, multi-user, multi-tasking library information software for the Windows environment..

LIBRARY is defined as a place in which books, manuscripts, recordings, films, or reference materials are kept for private or public uses. Typically, a library must be able to handle some housekeeping information such as acquisition, interlibrary loan, cataloging, circulation, serials management, statistical reports and references. A library management system software package is designed especially to handle such housekeeping tasks. A rapidly growing of information technology adds some features to library management system software packages such as features to handle digital media, e-book, e-journals, online public access catalog (OPAC), a feature to connect and exchange information with a digital library system.

Auto desk operations

Schedule reminders with any frequency you desire

Reusable and In Bulk Capabilities

Member information

REMORT ACESS TO E-SOURCES

1. J-GATE
2. DELNET
3. K-HUB
4. NDLI

- **WEBINAR ONLINE REFERENCE MANAGEMENT TOOLS BY DR. K PRAVEEN KUMAR**

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institute has a state of the art computer lab located on the first floor which is fully air conditioned and has comfortable cushioned seats. The computer lab has 90 desktops with high speed internet connection from the dedicated server room. The computer lab is provided with projectors for presentations. We provide Wi-Fi facilities with appropriate bandwidth to all staff members and students with restricted access policy under a centralised firewall unit. All Desktop computers have 4 Gigabytes of RAM and Intel generation 5 processors which support smooth functioning of various MCA softwares like which have high processing requirements.

All the classrooms, staff rooms, administrative spaces are equipped with Wi-Fi routers which are connected to separate lease lines.

All the softwares and hardwares are upgraded periodically as per requirements.

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

4.3.2

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

Response: 2.08

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

Response: 130

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 77.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
29.31	80.08	66.60	29.01	30.04

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 39.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
134	135	88	54	54

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

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

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

Response: 35.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	124	124	164	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 69.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	136	37	52	24

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

2022-23	2021-22	2020-21	2019-20	2018-19
124	153	59	60	70

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

5.2.2

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

Response: 0.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.3 Student Participation and Activities

5.3.1

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	0	1	0

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 19.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	04	04	30

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Late Bhausaheb Hiray S.S Trust's Institute of Computer Application has a vibrant alumni connect. The institute has an alumni strength of more than 1000 connected through WhatsApp groups. The groups are maintained and updated. Every year institute is organizing alumni meet at the campus, during annual festival named Tarash , so that alumni could be attain the same.

The alumni are playing a pivotal role in institute building activities through various means as under.

1. Training and Placement

Alumni form an important part of the visiting faculty / guest speakers on a continued basis. They are constantly involved in various activities like career counselling, grooming and preparation for interviews, selection in domain etc. During the placement activities, the alumni play an important role in terms of coming and helping the institute in preparation, grooming the students from perspective of their own companies.

Helping the institute in a big way in recruiting the current students for internship as well as final placements. This happens in two ways. The companies that are promoted by alumni recruit students. The companies where alumni are working , the companies come back to the campus for recruitment either because of good work done by them or the alumni are influential in getting the companies to the campus.

2. Guest Lectures- Alumni are invited for guest lectures to guide the students. They discuss the actual industry's experience so that current students will be prepared for facing new horizon of companies.

3.Paying back to the college- we received from alumni books as they shown gratitude to the college.

4.Chief Guest/ Guest of Honor/ Seminar's Speakers/ Workshop – Alumni are sharing our dais in various college activities as chief guest, guest of honor. They also contributed in conducting seminar, workshop as a key speaker.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Late Bhausaheb Hiray S.S Trust's Institute of Computer Application is a 23-year-old institution, are committed to "impart comprehensive education, keeping abreast with the existing trends to make students sensitive towards sustainable development, socio-cultural aspirations, and thus actively participate in creating a better world".

Vision:

"Committed to provide high-quality software professionals or Entrepreneurs through teaching, research, project-based learning and innovation to meet the need of industries and society with outstanding facilities."

Mission:

1.To empower students to unleash their potential to leverage their computational and research skills through academics and contribute to social progress with their entrepreneurial spirit.

2. To provide the technical solution by imparting theoretical, practical background and Project-Based Learning in the field of Computer science and technology.

3. To groom the students with moral and ethical values and make them socially responsible through mentoring and to equip them with the necessary skills in communication, teamwork and leadership qualities to meet the needs of the IT-related sectors globally.

Quality Policy:

- To emphasize and inculcate a quality culture with responsive, reliable and transparent efforts through a combination of internal and external quality evaluation

Quality Objective:

- To fulfil the vision and mission of the institute in light of its quality policy. To develop a system for conscious, consistent, and catalytic action to improve the academic performance of the institution. To promote a quality culture and the implementation of best practices. To implement a sustainable Quality Management System to enhance quality in education.

Responsibilities and Position:

- There is the Management Committee of the Trust, College Development Committees of the College, IQAC, Core Committee consisting of the Dy. Director and Senior Faculty, Head of Department, Design Chair and Professor, Associate Professor, and Assistant Professor. For equal stake and opportunity in the development of the institute, we also have a rotational policy for class teachers.

ISO:

- The institute implemented ISO 9001:2008 since 2009 which is further upgraded to ISO 9001:2015 in the year 2018. It is an international standard for quality management systems (QMS) developed by the International Organization for Standardization (ISO).It provides a framework to establish, implement, maintain, and continuiously improve it's quality management systems
- The ISO 9001:2015 standard follows a process approach to quality management, focusing on meeting customer requirements, enhancing customer satisfaction, and achieving continual improvement. It has set out criteria for organization to demonstrate ability to consistently provide products and services that meet customer and regulatory requirements

Governance of Institution

- The governance of Institution is well planned and managed professionally and holds regular meetings of Governing body, CDC, IQAC, Academic Committee. Meetings are held to discuss the strategic plans of institute, infrastructural needs, curriculum, faculty requirements, teaching and learning processes, student welfare activities, extra-curricular activities, social initiatives and other quality parameters.
- Faculty are assigned as event Coordinators for various academic and extracurricular activities like Alumni, Placement, Student Counselling, Sports, Internal Examination etc.
- . The academic plan was created with collaboration and participation from educators and administrators.
- Initiate NEP, to setup reforms for skill development and enhancement of students' competency.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Institutional bodies

- To foster a healthy learning environment, the governing body has developed and promulgated a comprehensive set of college policies and procedures. These are published and also displayed on the college website.
- The overall planning for the development of the Institution is done by the core Committees and executed by the Dy. Director with a team of Teaching and Non-Teaching staff.
- Management approves the annual budget and financial statements and finalizes procedures for academic growth and the overall development of the college. To execute the various policies, statutory and nonstatutory teams and committees are constituted. Statutory Bodies like the IQAC, Internal Complaints Cell are composed of College staff. Committees, Cells, and associations comprising of staff & students focus on specific areas and activities in the College.

The objectives are clearly defined.

- Departments and independent committees look into curricular, co-curricular, extra-curricular and extension activities. The job roles of all officials are clearly defined and given during appointment. The Administrative staff and Support staff report to the Office Superintendent who directly reports to the Dy. Director.
- College administration looks into admission, enrollment, examination and other miscellaneous work related to administration. IQAC prepares the academic calendar aligned with University timeline. Notice Board committee prepares the teaching time table, examinations are overseen by examination committee.
- Class mentors are assigned to each class to ensure discipline, regularity of attendance, academic progress of students, mentoring and counselling of students. There is a robust feedback system and a grievance redressal mechanism for both staff and students. Recruitment of teaching and non-teaching staff is done strictly as per guidelines given by University of Mumbai.
- Teaching and non-teaching staff are governed by service rules of MCA Department. The placement cell of college organises campus placement for students. Management encourages the bottom-up approach in planning and execution of various activities. Power delegation and decentralization of authority ensure effective functioning in the Institution.
- **Administrative setup and functions**
- Service rules- service rules are followed as per the management rule book for teaching and non-teaching staff. The teaching staff is appointed through a selection committee consisting of core committees, at least one member of management is appointed by Mumbai University/AICTE norms, and pay scales are as per the norms. For the appointment of non-teaching staff, provisions given in management's service rule book are followed.
- The overall planning for the development of the Institution is done by the core Committees and executed by the Dy. Director with a team of Teaching and Non-Teaching staff.
- Management approves the annual budget and financial statements and finalizes procedures for academic growth and the overall development of the college.
- **Institute's Policies**
- Meetings of the Core Committee of Late Bhausaheb Hiray S.S. Trust'S Institute of Computer Application are held monthly to review any major issues related to the quality of education.
- The Core Committee members conduct monthly meetings wherein academic and administrative issues of the college are addressed.

- To organize and evaluate the quality, the department adheres to ISO standards and guidelines.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Late Bhausaheb Hiray S.S.Trust's Institute of Computer Application has effective welfare measures in place for its teaching and non-teaching staff. The various **welfare schemes** are as follows:

- Maternity benefits:

Maternity leave for 3 months with salary for teaching and nonteaching staff members.

- Medical leave :

10 days of sick leaves per year are provided for major injuries or illnesses.

- Psychological counselling
- 24-hour power back-up
- Wi-Fi facility
- Workspace
- Computing facility
- Cafeteria
- Identity cards
- Provident fund

All regular employees of the Institute are entitled to the Employees' Provident Fund Scheme under the provisions of the Employees' Provident Fund and Misc. Provisions Act, 1952, and the related pension scheme of 1995, provided they have completed their probation period successfully.

Uniform for supporting staff:

- Uniforms are provided for supporting staff.

Gratuity:

- Teaching or Non-teaching staff who complited 5 years of service in Institutions are benefited with Gratuity facilities under the Payment of Gratuity Act of 1972.

Performance appraisals are currently based on feedback systems. The self-appraisal form has been modified and designed to suit MCA courses.

- The institute currently has a feedback system for all faculties, teaching, and non-teaching, which is filled out online by the faculties. Verbal feedback is also taken from the co-faculty and supporting staff. The feedback reports are seen and forwarded to the respective teachers/administration staff, and some critical cases are discussed by the IQAC with the individual faculty for further action. In case of need, the cases are referred to the principal for further discussion and counselling. Changes are made in the portfolios and the subjects of that faculty based on the feedback.
- The faculty is judged under 4 heads - Teaching-Learning performance, their contribution to academic and/or administrative portfolios allotted, research, and self-development. There are committees set up for each of the heads, which consist of an IQAC member and an external expert, as well as senior faculty on the panel, to evaluate the faculty's development and contribution every year. Faculty are conveyed their evaluation report and are suggested ways of

improving their performance under various heads, by the panel of experts.

- For increments in salary, the faculty submits a self-appraisal report talking about their self-development in terms of research papers, workshops conducted, conferences attended, QIP worked and attended, books/articles published, etc.; contribution to college development, and other achievements; based on which the core committee and college management take decisions related to increments.

Appreciation of staff:

- Notable achievements of staff are appreciated through felicitation in the annual general meeting of the parent body. Staff members are felicitated for achievements such as award of Ph. D, presentation of papers in international conferences, publication of books, nomination as a member on different committees of the university, success in NET / SET and other examinations etc.
- Duty leave is given to the faculty for attending various programs that add to their skills and Knowledge.
- If any teaching or Non-teaching staff working on holidays then Compensatory leaves are given with the permission of Authority.

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

6.3.2

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

Response: 1.82

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

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

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

6.3.3

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

Response: 52.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	10	5	5

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

- The funds are mobilized through tuition fees. While the internal audit is a division under management. This department does internal audits frequently, typically twice a year. The management-appointed Chartered Accountant, M/S Anil G. Gandhi, performs the statutory audit as required by law.
- The final statutory audit was completed in March 2023. Since the majority of the inquiries were answered throughout the audit period, there were no significant objections at that level.
- The team of three included two audit officers under the leadership of Prakash Shewale. The audit queries were answered during the audit, and correction entries were made. Internal audit has defined an efficient system for audit and accounting, and with the team from the accounts department, it is continually improved based on audit observations. A copy of the audit report is included here for your reference after a later statutory audit was conducted. M/S Anil G. Gandhi, Chartered Accountants, of Mumbai, performed the statutory audit. For the past five years, the auditor has delivered a clear report.

Institutional Strategies and resource mobilization:-

- Before the start of the financial year, management and the parent body began allocating budget funds under numerous headings.
- The budget heads have already been established.
- Different heads are defined in accordance with diverse activities such as seminars, study trips, gatherings and send-offs, student activities, and establishment costs. The management has already defined some goals.

- The management handles the majority of the purchasing at the central level. All purchases, including those for stationary, permanent assets, travel, etc., are made precisely in accordance with the management's stated purchasing method.
- The accounts department receives requests for various expenses, which the Core Committee and the head in charge approve in various meetings based on need and urgency before submitting the requests to management for approval.
- Spending is done based on the remaining budget for each head, is permitted within the budget cap, and is not permitted to go over without management's approval

The management has already defined some goals:-

- The management handles the majority of the purchasing at the central level.
- All purchases, including those for stationary, permanent assets, travel, etc., are made precisely in accordance with the management's stated purchasing method.
- The accounts department receives requests for various expenses, which the Core Committee and the head in charge approve in various meetings based on need and urgency before submitting the requests to management for approval.
- Spending is done based on the remaining budget for each head, is permitted within the budget cap, and is not permitted to go over without management's approval.
- The funds are mobilized through tuition fees. While the internal audit is a division under management.
- Deputy Director has authority to sanction some limited amount but final approval is done by management.
- All small scale purchase can be done by Administrative Officer Mr. Anil Parab with final approval of Management.
- Institute has fund mobilization stretegies with goal of none of the work is disturb due to fund mobilization but have to Achive optimal utilization of resources.

File Description	Document
Upload Additional information	[View Document](#)
Provide 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Internal Quality Assurance Cell (IQAC) and ISO 9001:2015:

- IQAC is continuously putting sincere efforts to uphold and enhance the quality measures adopted by the institution. IQAC consistently working for the improvement and systematically coordinates for building the uniqueness and distinctiveness of the institution.
- We have ISO certification since 2009. It is an international standard for quality management systems (QMS) developed by the International Organization for Standardization (ISO). It provides a framework for organization to establish, implement, maintain, and continually by improving their quality management systems.
- The ISO 9001:2015 standard follows a process approach to quality management, focusing on meeting customer requirements, enhancing customer satisfaction, and achieving continual improvement. It has set out criteria for organization to demonstrate ability to consistently provide products and services that meet customer and regulatory requirements.
- IQAC was formed on 1st of September 2022. The committee comprises members of the College Development committee which are management representatives. It also includes faculty Members who are coordinators of MCA (Master of computer application).The committee also includes parent representatives, alumni of the institution, student representatives, and specialists from software feilds etc. Due to the committee's recent formation, an evaluation of the teaching and learning process, organisational structures and methods, and learning outcomes is currently being undertaken.
- Feedback collected, analysed and used for improvements.
- Collaborative quality intitiatives taken with various other institution(s) and IT personals.
- IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of our MCA course .

IQAC is developed with following goals.

- To ensure quality culture as the prime concern for the Higher Education Institutions through institutionalizing and internalizing all the initiatives taken with internal and external support.
- 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.
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Ensure internalization of the quality culture.
- Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices.
- Build an organised methodology of documentation and internal communication.
- The IQAC coordinator is crucial in ensuring the effective functioning of all the members. The coordinator of the IQAC is senior faculty having more than 13 years of experience and exposure in quality aspects.
- The ISO 9001:2015 standard follows a process approach to quality management, focusing on meeting customer requirements, enhancing customer satisfaction, and achieving continual improvement. It has set out criteria for organization to demonstrate ability to consistently provide products and services that meetcustomer and regulatory requirements.
- Various committies are formed to achive the goals of IQAC and ISO 9001:2015. Institution

works to develop great IT professionals and good human being.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

- Late Bhausaheb Hiray S.S.Trust's Institute of Computer Applications respects all genders. Banners and posters are put up at places which promote gender equity. The Institute promotes gender sensitization through Curricular, co-curricular activities and extension activities like workshops, seminars, guest lectures, counselling etc. The curriculum includes various programs which promotes gender equity. Program briefs are formed in such a way that the outcome is sensitive towards gender equality. The institution has constituted the committees like Grievance Redressal Committee, Anti-Ragging, Internal Quality Assurance Cell, Mahila Takrar committee as per norms laid by University/UGC.

- The functions of these committees are displayed on notice board of the institution. The committees are formed for all women, girl students to address various issues. Student council is formed every year for smooth coordination of students with faculties.

- Institute has taken several measures to enhance safety & security on campus by installing CCTV cameras & by providing round the clock security. Safety and security of the campus is closely monitored through CCTV cameras installed at all important locations such as, staircases, passages, entry exits, classrooms, laboratories etc. The college campus is guarded by security guards at the entrance. Security guards maintain a register of visitors with necessary information such as name, address and mobile no. Our institute has one female security guard at the entrance. It helps to keep a check on antisocial activities. Students and other employees in the college too remain cautious about the surveillance. Institute provides a comprehensive range of security amenities especially for girls within the premises, through a dedicated team of security.

- The institution has a dedicated Counseling Centre and good mentoring system for the students to take care of their academic, emotional, social and cognitive development. Personal Counseling is provided to the students at different levels. Our Institute invites women entrepreneur for interactive sessions on Entrepreneurship in upcoming computer technology career. Our Institute had organized Awareness and interactive sessions with local police officer on cyber crime to create general awareness in female about crimes and security terms.

- We look after the well being of students and faculties. Counselor is appointed in the college for students as well as faculties to tackle different work pressures, time management, family concerns. Counselor is scheduled for the appointment for students/ faculties on a particular day at a particular time. A room is allocated to the counselor for interaction and all the records are kept

confidential. The counseling service offers solutions for specific problems in a satisfying manner.

- Girl's common room is provided in the college which is equipped with a laptop and wifi connectivity, a changing room and toilet facility with sanitary pad dispenser is also provided.

- The college promotes women empowerment by appointing more female faculties.

- The institution has in house boy's hotel facility which accommodates 32 students. A warden is appointed for safety and security of students staying in the hostel.

- Gender Audit:

  Institute underwent audit on 05/05/2023. Certificate for the same was awarded on 06/05/2023

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

- Late Bhausaheb Hiray S.S.Trust's Institute of Computer Applications believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. The students come from different socio –cultural and economic backgrounds. Though the institution has diverse socio-cultural background and different linguistics, we do not have any intolerance towards cultural, regional, linguistic, communal socio economic and other diversities.
- The institution has been taking several efforts and initiatives in providing an inclusive environment. By celebrating various days like

  World Environment day

Independence Day

Republic Day

International Yoga Day

Teacher's Day (05 September) Sarvapalli Radhakrishna's Birthday

International Women's Day on March 8, 2022

Annual Day Function - Tarash

Inter College Technical Fest – Eternia

Ganesh Festival

Sarswati Pujan on Vasant Panchami

- The staff, faculty and students all come under one umbrella to commemorate these events,which achieves the aim of bringing tolerance and harmony among the students and staff and other stakeholders. The Institute undertakes different initiatives by organizing various curricular and extra-curricular activities to sensitize students and employees to the constitutional obligation about values, rights, duties and responsibilities of the citizens. Every year Republic day is celebrated by organizing activities highlighting the importance of Indian Constitution. Independence Day is also celebrated every year to highlight the struggle of freedom and importance of Indian constitution.
- The institute has established different policies that reflect core values. The Institute prepared Code of conduct for students and staff and everyone should obey the conduct rules. The institute encourages participation of students in Sports and Games to strengthen bond and relation. A Celebration of Culture and Creativity ,Tarash at our institute is much more than just an event; it's a celebration of creativity, talent, and unity. It adds a unique dimension to the festivities, inviting participants to explore boundless expressions of culture and artistry. From captivating dance performances to thrilling sports competitions and soul-stirring singing renditions, Tarash showcases the diverse talents and vibrant spirit of the College community.
- Sports experience, bringing together students and faculty members alike in friendly yet competitive spirit. Cricket, throw ball, volleyball, football, and other sports competitions kept the adrenaline pumping throughout the event. Beyond the thrill of victory, it was the camaraderie and sportsmanship displayed by participants that truly stood out. It provides a platform for individuals to showcase their athletic prowess while fostering a sense of unity and teamwork among all participants.
- The Institute takes various initiatives to conducting various activities like Workshop, awareness program, seminars to sensitize the future leaders to inherit human values coping with the constitutional obligations. All the staff members and faculties are actively involved in conducting several activities for inculcating values for being responsible citizens Like Blood donation camp, Swach Bharat Abhiyan etc.under Institutes's Social Responsibilities.
- The Institute organize study tours to visit industries, within and outside Maharashtra every year.This Gives the student practical experience and introduces them with different technologies in practice.

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

7.2 Best Practices

7.2.1

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

Response:

Our institute is successfully implementing following best practices :

1) International Organization for Standardization (ISO)

2) Institute's Social Responsibilities

Best Practices I:

- **Title of the Practice:**

ISO 9001:2015 Implementation

Quality policy Set for the Institution

2.Objectives of the Practice

- Better Management
- Standardization of forms
- Systematic Maintenance of Record
- Better data management
- Quality Assurance
- Smooth coordination at all levels.
- Continual improvement in efficiency
- Satisfaction of the user (Students, Parents)

3.The Context

International Organization for Standardization (ISO) is a worldwide federation of national standard bodies.

The objective of ISO is 'Facilitation of international coordination and unification of industrial standards.

Unlike product certification, ISO aims at 'system certification'.

Bureau of Indian Standards, New Delhi represents our country at ISO level.

4.The Practice and evidence of success

QMS principles:

The quality management principles are described in ISO 9001 standards.

It describes a statement for each principle, a rationale of why the principle is important, benefits

associated with principle and actions needed to improve performance.

7 QMS principles are:

1.Customer focus

2.Leadership

3.Engagement of people

4.Process approach

5.Improvement

6.Evidence- based decision making

7.Relationship management

Process approach and risk based thinking

1.The Process based approach in QMS

- Consistency in understanding and meeting requirements
- Adding value
- Effective performance
- Improvement through evaluation of data and information.

ISO 9001: 2015: Fundamental concepts, principles and vocabulary for QMS standards.

· Two training programmes are conducted by the institute and team ISO of staff for certification as

Internal Auditor.

· Minutes of the meeting are noted in the MRC meeting which is conducted after every internal and

external audit.

· Remarks are given under "root cause analysis" on the "Internal Quality Audit Corrective Action Plan"

and proposed completion date is given to corrective action.

· Documents reference number is updated in the master copy in case of changes.

· Visitor's logbook is maintained showing attendees records for the meeting and training programmes.

5.Problems Encountered and Resources required

During early years of ISO implementation, very few faculties were trained for documentation of ISO.Hence implementation was difficult. In later stages, the institute arranged training programmes for faculties. College is well equipped with a large number of ISO internal auditors for smooth functioning of quality management.

6. Motivation

College received ISO 9001:2008 certification in the year 2009, it was renewed successfully every year.

the next reissue date is 22-10-2024.

This motivates fresh educators to compile and produce work more effectively.

Due to ISO documentation, work is carried out systematically which helps us in:

- Identifying risks and opportunities.
- Recurring problems get solved and make working easier.
- It improves the performance of staff.
- Monitoring, analyzing, controlling and evaluating have become easier and convenient.

7. Notes:

By achieving 9001-2015 certification, institute enhanced the educational system. It intensified the reputation of institution. Institute achieved perfection in documentation of various records and produced when needed. The availability of data without errors made the current education system more accessible. It has helped us to brand our institution post ISO practice.

Best Practices II:

1. Title of the Practice:

Institute's Social Responsibilities

2.Objectives of the Practice

- To Promote Social Learning among the students and faculties of the Institution.
- To ensure Leadership, Community and Team Building Skills in students.
- By providing civil education, creates the health enrichment of community.
- To generate sensibility for challenges in society.
- To Inculcate Social awareness, values and environmentally responsible behaviour amongst students.
- To nurture students as citizens with moral, ethical and social values so as to provide service to the society through activities and discharge their obligations towards the society.
- To spread awareness for social responsibility.

3.The Context

It is in this context that 'fostering social responsibility in higher education' needs to be placed as an important pillar of the future directions. By improving engagements with the community, institutions of higher education can reinforce the values of social responsibility amongst the youth. Partnerships with communities and civil society need to be encouraged to realize this potential.

4.The Practice and evidence of success

The seven key underlying principles of social responsibility:

- Accountability.
- Transparency.
- Ethical behavior.
- Respect for stakeholder interests.
- Respect for the rule of law.
- Respect for international norms of behavior.
- Respect for human rights.

ISR: Fundamental concepts, principles and Programs.

To imbibe social responsibility and patriotism amongst the students and motivate the students to adopt the culture of sacrifice in life by making them donate voluntarily things and services for the welfare of the society.

ISR is generally categorized in four ways:

- **environmental responsibility**
- **ethical/human rights responsibility**
- **philanthropic responsibility**
- **economic responsibility**.

· Programmes were conducted by the institute and team ISR of staff .

1)'Majhi Vasundhara Abhiyaan' to spread awareness on rain water harwesting and tree plantation in community.

2)87th Beach Cleanup at Juhu Beach in collaboration with Child Help Foundation.

3)World Environmental Day tree plantation initiative with Mission Green Mumbai.

4)Participation in the event of ROTARAI by spreading awareness about tree planting in community

5)Blood Donation Camp held in college by Jaslok Hospital.

6)Management of electronic waste and hazardous waste.

5.Problems Encountered and Resources required

Social responsibility is a subject of great concern for higher learning institutions in both domestic and international spheres. Despite of the benefits of social responsibility, there are a number of challenges in the implementation in higher learning institutions.Time Constraint due to tight academic schedule.

6. Motivation

Institute initiates various ISR activities as it puts positive value on the well-being of others or society as an end in itself.College treats it as its moral duty. Many students participate in all the activities enthu siasticly .

7. Notes:

By ISR ,Institute enhanced the social well being.system. It helps in growing positive atmosphere in the institute.It helps in increasing bonding between students. ISR encompasses many different areas including the need to strengthen civil commitment and active citizenship, to provide services to the community through community engagement and outreach, to promote economic and national development and to promote ethical approaches.

File Description	Document
Best practices as hosted on the Institutional website	[View Document]()
Any other relevant information	[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:

- Late Bhausaheb Hiray S.S.Trust's Institute of Computer Applications, we enable our students with pedagogy that is advantageous to them and the teachers. We empower students to make decisions and assist them in honing their curriculum related abilities. We inculcate diverse programs, seminars, workshops and industry visit for the students to explore.
- Late Bhausaheb Hiray S.S Trust's Institute of Computer Application has an alumni strength of more than 1000 connected through WhatsApp groups. The groups are maintained and updated. Every year institute is organizing alumni meet at the campus, during annual festival named Tarash , so that alumni could attain the same.The alumni are playing a pivotal role in institute building activities through various means like Training and Placement,Guest Lectures,Paying back to the college,Chief Guest/ Guest of Honor/ Seminar's Speakers/ Workshop.
- We arrange lectures on soft skill development for the students for their overall growth and to boost their confidence level.
- We support the use of modern technology in the classrooms and laboratory. With the increasing use of various technologies in the industry, our institution has adapted the curriculum to include courses on these topics. Students are taught new softwares skills at a very early stage of Education. The computer lab infrastructure is upgraded to match the requirements of the evolving technology. This has ensured that students are well-equipped to work with the latest technology, making them more competitive.
- We have strong internet access, and the classroom is equipped with new technology. Additionally, all curriculum-related books, journals and online materials are available at any time in our library. Also ,Our library is well being with laptop facititity for the online books and notes reading ,for downloading different open source softwares.
- Various academic, co-curricular, and extracurricular activities are conducted at out institute for the student's overall growth. The goal of these programs, like Eternia, Tarash is to give platform through which they may express their thoughts and showcase their abilities, also to encourage students to participate in different competitions to boost their confidence.
- As a part of Curriculum: Student work exhibition, Workshops, Seminars, Industry visit, case studies and presentations are conducted which make them smart and confident for interviews. Posters, invites are posted on different social media platforms and also students are sent with invites and posters to different colleges.
- December 16th marks the Birth anniversary of Dr. Baliramji Hiray, Founder of Late Bhausaheb Hiray S. S. Trust. This occasion is celebrated as 'Prerna Din'. Blood Donation Camp in association with Jaslok Hospital & Sir H N Hospital Trust Mumbai was undertaken by the college on this day .The activitiesa are conducted to spread awareness of Blood Donation.This helpes community and students,faculties of the college to participate in the program in huge numbers.
- The student learnt the responsibility to help community by donating blood and help the communities by saving the lives of needy.
- Involvement in extracurricular activities including sports, theater, and entertainment programs during college cultural fest- TARASH. Tarash, the annual cultural extravaganza at Late Bhausaheb Hiray S.S.Trust's Institute of Computer Applications is much more than just an event;

it's a celebration of creativity, talent, and unity. It adds a unique dimension to the festivities, inviting participants to explore boundless expressions of culture and artistry. From captivating dance performances to thrilling sports competitions and soul-stirring singing renditions, Tarash showcased the diverse talents and vibrant spirit of the College Applications community.

- Every year, study excursions are organized in accordance with the Syllabus's context statements in different parts of India. Students participate in case studies, industry visit and learn the new technologies and practical experience on these visits. During this procedure, students hone their communication as well as technical abilities by conversing with industrial engineers and technicians to learn about the different hi tech technologies and softwares . They get knowledge about the latest technologies, best use of resources and atmosphere of the industry.

- Sports played a pivotal role in the Tarash experience, bringing together students and faculty members alike in friendly yet competitive spirit. Cricket, throw ball, volleyball, football, and other sports competitions kept the adrenaline pumping throughout the event. Beyond the thrill of victory, it was the camaraderie and sportsmanship displayed by participants that truly stood out. Tarash provided a platform for individuals to showcase their athletic prowess while fostering a sense of unity and teamwork among all participants.

- Students are inspired and encouraged to be good Engineer and better citizens of India by putting all these tactics listed above into practice. It encourages students to approach all facets of their software careers critically and creatively. Thus, the mission of our Institute is being attempted to be realized via instructors' ongoing academic efforts and students' tenacious acquisition of knowledge.

- By including hands-on experience, we introduce students to the diversity of worldwide technical practices through different seminars, workshops. We also encourage competitive spirit in them by encouraging them to participate in different competitions.

- The biggest challenge in organizing these events was post-covid, because students were less exposed to the world due to lockdown and online sessions, and it took them a long time and effort to acclimatize to the new normal. They had never interacted with professors, classmates, or students from other MCA colleges before. Additionally, after COVID, finding funding through sponsorships and other means was difficult because the entire world experienced a severe economic downturn. In order to overcome this, management assisted by providing finances so that the events could be carried out successfully and students could receive all the exposure they needed to grow interest in technology.

- Students develop leadership quality by organizing and conducting events held by the Institute throughout the academic year. Students also gain knowledge about communication and coordination with various stakeholders. This also marks progress in totality apart from regular curriculum.

File Description	Document
Appropriate web in the Institutional website	[View Document]()
Any other relevant information	[View Document]()

5. CONCLUSION

Additional Information :

To provide for research in Information Technology (IT) and Computer Science (CS)

To align the thought process with a sense of social responsibility and environment protection, amongst the students, so that they become aware of the needs of the society and create habitats that are sustainable and promote a sense of community.

To motivate and train the students in generating IT markets solutions at par with the International trends following the ideology of Think Global Act Local.

To equip the students with the technical breakthroughs across the glob

Concluding Remarks :

Late Bhausaheb Hiray S.S. Trust's Institute of Computer Application Bandra East has evolved to be an institute with its major focus on imparting qualitiy education, synchronized with the contemporary trends in terms of software development and its related technology. The Institute aspires to motivate the young generation to become sensitive towards the needs of the society and utilize their creativity to achieve sustainable solutions.

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