



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **URAN EDUCATION SOCIETY'S COLLEGE OF MANAGEMENT AND TECHNOLOGY**

**URAN EDUCATION SOCIETY'S COLLEGE OF MANAGEMENT AND  
TECHNOLOGY, PALAK MAIDAN, URAN-BORI ROAD, URAN  
400702**

**[www.uescmt.com](http://www.uescmt.com)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Uran Education Society's College of Management and Technology is a college situated in Semi-urban area of Uran Taluka, Navi Mumbai, established on 18th July 2008. It was started under the able guidance and initiative taken by the then President late Umesh Pradhan along with his able team Mr. Nagraj Sheth and Mrs. Snehal Pradhan. In the academic year 2008-2009, the college introduced a three years' degree programme of B.Sc. (Information Technology) which is affiliated to the very Prestigious University of Mumbai.

Subsequently three years' degree programme of B.com was introduced in the academic year 2011-12 to satiate the rising demand from learners interested in higher studies in the subject of Commerce.

The college has earned ISO Certificate in 2022-23, ISO 9001:2015 Quality Management System, 14001:2015, The environmental Management System, 45001:2018 Occupational Health & safety Management System.

**Affiliating University:** The College is affiliated to University of Mumbai.

The affiliation is filed on a yearly basis.

**Year of Establishment:** 18th July, 2008

**Status of Affiliation:** Yearly Affiliation

**Type:** B. Sc. IT Unaided

B.Com Unaided

### Vision

To become a premier educational destination that strives to provide an environment conducive for holistic development of ignited young minds and all related stakeholders.

### Mission

We strive to achieve:

- Academic excellence by providing enriching education coupled with industry-relevant courses that meet the requirement of our learner's diversity.

- **Social excellence by instilling civic values, social consciousness and ethical behavioural practices among learners.**
- **Environmental excellence by making strong commitment towards environment –friendly practices and carbon neutrality.**
- **Holistic development of learners by providing them with a plethora of opportunities to explore their known/hidden talents.**
- **Faculty excellence by making available all the necessary resources required by our teaching staff for upgrading their professional and overall competencies as well as to achieve their desired career goals.**
- **Administrative excellence by ensuring full automation of and transparency in the administrative process as well as enhancing skills of administrative and support staff.**
- **Research excellence by developing research culture among learners and faculty members.**
- **Community excellence by undertaking initiative for development of the local community.**

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- **Dedicated and creative management.**
- **Good infrastructure and large campus with the possibility of further expansion.**
- **A commitment for professional and skill development of students through MOUs with training organizations.**
- **Active DLLE and NSS unit in social and other activities.**
- **Student's participation and involvement in the decision-making process.**
- **Established Entrepreneurship development cell.**
- **A well –designed, green campus with a variety of plants and flowers.**
- **Well –developed computer Lab and Class rooms.**
- **A large library with a large collection of reference books and periodicals.**

- **College has a CCTV setup and high security.**

### **Institutional Weakness**

- **Students from lower socio-economic backgrounds – less tech-savvy, etc.**
- **Quality of entry level candidates-A large number of candidates are admitted with low pass rates.**
- **Lack of focus and attention towards research activity.**
- **No regular Principal**
- **Unable to launch new courses due to lack of Accreditation.**

### **Institutional Opportunity**

- **There is an opportunity to bring in more courses and programme.**
- **Connectivity by train will lead to Urbanization and Industrialization leading to development of job opportunities for students.**
- **Need of strong alumni in order to arrange funds for development of the college.**
- **Motivating students for competitive exams and higher studies**

### **Institutional Challenge**

- **Change in mindset towards Research and Development.**
- **Availability of quality faculty interested in teaching.**
- **Attracting more companies for placement.**
- **Poor education background of the learners' parents has resulted in hindrance to study further or pursue jobs.**
- **Helping rural students to successfully cope up with Curriculum in English Medium.**

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Uran Education Society's College of Management and Technology works on the curricular aspects of an institution, focusing on the relevance, flexibility, and effectiveness of the academic programs. Curriculum design, implementation, and evaluation methods. Integration of skill development, research, and interdisciplinary approaches within the curriculum.

The institution demonstrates a forward-thinking approach with a well-structured curriculum that integrates industry trends, interdisciplinary elements, and skill development. This ensures a comprehensive and contemporary learning experience, aligning with the highest educational standards.

The institution's curriculum is designed with adaptability, offering students choices for customization, enabling them to align their academic pursuits with individual interests and career goals, and fostering a dynamic and personalized learning experience.

The institution enhances its curriculum with contemporary elements, emphasizing research, innovation, and industry relevance. This approach ensures students receive a comprehensive and up-to-date education, preparing them for the evolving demands of their respective fields.

The institution actively gathers and utilizes feedback from students, alumni, employers, and the community, fostering continuous improvement. This inclusive approach ensures responsiveness to stakeholder expectations and enhances the overall quality of education and institutional processes.

### Teaching-learning and Evaluation

Uran Education Society's College of Management and Technology scrutinizes the quality of teaching-learning processes and evaluation methods employed by the institution faculty's competence, teaching methodologies, and the institution's support for continuous learning. The institution's commitment to high-quality education is evident in its faculty's exceptional competence, innovative teaching methodologies, and a student-centric approach. The faculty members, well-versed in their respective domains, employ diverse pedagogical techniques that stimulate critical thinking and promote active learning.

The college prioritizes continuous professional development for its faculty, ensuring they stay abreast of the latest advancements in their fields. This dedication to faculty enhancement contributes significantly to the overall quality of teaching at the institution. Furthermore, Uran College of Management and Technology employs robust evaluation methods that go beyond traditional assessments. The institution promotes a comprehensive evaluation approach that includes project work, presentations, and practical demonstrations, fostering a holistic understanding of subjects.

The student-centric approach ensures a supportive learning environment, with mentorship programs and counseling services contributing to students' overall development. Uran College of Management and Technology excels in creating an engaging and effective teaching-learning process that prepares students for real-world challenges. The institution's commitment to excellence in education is underscored by its continuous efforts to enhance teaching methodologies, ensuring a transformative and enriching learning experience for its students.

## **Research, Innovations and Extension**

Uran Education Society's College of Management and Technology is committed to research, innovations, and extension activities. This involves evaluating the quantity and quality of research outputs, initiatives to promote innovation, and the extension programs that connect the institution with the community.

The institution has fostered a vibrant research culture, with faculty engaged in cutting-edge research that contributes to the academic and practical advancements in their respective fields. The college supports and encourages interdisciplinary research initiatives, emphasizing collaboration and the application of knowledge to real-world challenges.

Innovation is ingrained in the institution's ethos, with a commitment to cultivating a creative mindset among students and faculty. The College of Management and Technology has implemented initiatives that promote entrepreneurial thinking, ensuring students are equipped with the skills to navigate a rapidly evolving professional landscape.

The college's extension activities exemplify its dedication to societal engagement and community development. Outreach programs, workshops, and seminars extend the institution's impact beyond its campus, fostering a symbiotic relationship between academia and society.

Uran College of Management and Technology, through its robust research, innovation, and extension endeavors, not only meets but exceeds the standards in these domains. The institution's commitment to advancing knowledge, fostering innovation, and contributing to community welfare positions it as a leader in research and community engagement within the accreditation framework.

## **Infrastructure and Learning Resources**

Uran Education Society's College of Management and Technology focuses on the adequacy and maintenance of physical and academic infrastructure. Availability of classrooms, laboratories, libraries, and other essential facilities, utilization of information and communication technology, accessibility,

showcasing a commitment to providing an environment conducive to holistic education. The institution boasts state-of-the-art infrastructure, including well-equipped classrooms, modern laboratories, and cutting-edge technology integration. The physical facilities are designed to enhance the overall learning experience, promoting a dynamic and engaging academic environment.

The college's library is a hub of knowledge, featuring an extensive collection of books, journals, and digital resources that cater to diverse academic disciplines. The Information and Communication Technology (ICT) infrastructure is seamlessly integrated into academic and administrative processes, ensuring efficient and effective operations.

Prioritizes sustainability in its infrastructure, incorporating eco-friendly practices and ensuring a green campus. The commitment to accessibility is evident in the provision of facilities that cater to the needs of differently-abled individuals, fostering inclusivity.

The institution's investment in learning resources extends beyond physical infrastructure to encompass virtual

platforms and online databases, facilitating remote learning and research. Through its comprehensive approach to infrastructure and learning resources.

### **Student Support and Progression**

Uran Education Society's College of Management and Technology works on governance structure, leadership qualities, management practices the decision-making processes, transparency, accountability, and the involvement of stakeholders in the governance of the institution.

College shines in the Student Support and Progression criterion, reflecting a commitment to the holistic development of its students as they pursue academic excellence. The institution places a strong emphasis on creating a supportive and nurturing environment, offering a range of student-centric services that contribute to their overall well-being.

Mentorship programs at the college provide students with personalized guidance, fostering a sense of belonging and encouraging their academic and personal growth. Additionally, counseling services are readily available, addressing the diverse needs of students and promoting mental health.

The college actively engages in initiatives to enhance students' employability skills. Career guidance, skill development programs, and industry interactions are seamlessly integrated into the educational experience, preparing students for successful transitions into the professional world.

The institution's commitment to inclusivity is evident in its efforts to create an environment that accommodates diverse needs, ensuring equal opportunities for all. Through these comprehensive student support mechanisms, Uran's College of Management and Technology not only meets the stringent NAAC standards but also fosters an environment where students can thrive academically, personally, and professionally.

### **Governance, Leadership and Management**

Uran Education Society's College of Management and Technology stands as a model of effective Governance, Leadership, and Management of the decision-making processes, transparency, accountability, and the involvement of stakeholders in the governance.

The institution demonstrates a robust governance structure marked by transparency, accountability, and stakeholder participation. Decision-making processes involve comprehensive deliberation, ensuring the active involvement of faculty, administrative staff, and relevant stakeholders.

The leadership at the college exhibits a visionary approach, steering the institution towards continuous improvement and adaptability in the face of changing educational landscapes. Strong administrative and managerial practices are in place, fostering an environment of efficiency, innovation, and strategic planning.

The development contributes significantly to the institution's resilience and capacity for foresight.

The institution's approach to governance, leadership, and management aligns with promoting a culture of excellence and a commitment to the welfare of all stakeholders. The college serves as a beacon of ineffective institutional governance, showcasing a dedication to shaping future leaders and fostering a conducive

environment for academic and organizational success.

### **Institutional Values and Best Practices**

Uran Education Society's College of Management and Technology excels in upholding Institutional Values and Best Practices, embodying a commitment to ethical standards, social responsibility, and a positive organizational culture. The institution instills a strong sense of integrity and ethical conduct among its academic and administrative staff, fostering an environment of trust and accountability.

The college integrates values such as inclusivity, diversity, and environmental sustainability into its organizational fabric. The institution actively promotes a culture of respect and fairness, ensuring an inclusive atmosphere where individuals from diverse backgrounds feel valued and heard.

Best practices are institutionalized across various facets, from academic delivery to administrative processes. The college systematically identifies and adopts innovative strategies that contribute to the overall enhancement of educational quality.

By embodying these institutional values and best practices, Uran's College of Management and Technology serves as a role model in promoting a positive ethical climate. This involves identifying unique approaches, successful initiatives, and the institutionalization of effective practices.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	URAN EDUCATION SOCIETY'S COLLEGE OF MANAGEMENT AND TECHNOLOGY
Address	URAN EDUCATION SOCIETY'S COLLEGE OF MANAGEMENT AND TECHNOLOGY, PALAK MAIDAN, URAN-BORI ROAD, URAN
City	URAN NAVI MUMBAI
State	Maharashtra
Pin	400702
Website	<a href="http://www.uescmt.com">www.uescmt.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Minakshi Vijayant Gupta	022-27224659	8108214659	-	uessrcollege@gmail.com
IQAC / CIQA coordinator	Manali Yatish Tambadkar	022-27222228	8104638603	-	manalihaldankar.uescmt@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

**Establishment Details**

State	University name	Document
Maharashtra	University of Mumbai	<a href="#">View Document</a>

**Details of UGC recognition**

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

**Recognitions**

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

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	URAN EDUCATION SOCIETYS COLLEGE OF MANAGEMENT AND TECHNOLOGY, PALAK MAIDAN, URAN-BORI ROAD, URAN	Semi-urban	4.181	525.8

**2.2 ACADEMIC INFORMATION**

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Technology,informati on Technology	36	HSC with Math	English	60	52
UG	BCom,Com merce,Gener al	36	HSC	English	120	87

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				5			
Recruited	0	0	0	0	0	0	0	0	0	3	0	3
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				5			
Recruited	0	0	0	0	0	0	0	0	0	4	0	4
Yet to Recruit	0				0				1			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				7
Recruited	1	5	0	6
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
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

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	6	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	1		1		2

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	159	0	0	0	159
	Female	162	0	0	0	162
	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	4	2	2	2
	Female	3	3	2	2
	Others	0	0	0	0
ST	Male	2	0	0	0
	Female	1	1	0	0
	Others	0	0	0	0
OBC	Male	52	41	44	43
	Female	57	52	38	33
	Others	0	0	0	0
General	Male	67	54	44	42
	Female	60	46	39	38
	Others	0	0	0	0
Others	Male	12	9	13	13
	Female	22	15	8	13
	Others	0	0	0	0
Total		280	223	190	186

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>Uran education society's College of Management and Technology is an affiliated college to the University of Mumbai. Being an affiliated college, the College is ready to provide necessary support and infrastructure for running multidisciplinary and interdisciplinary UG programmes as per the directives of the University of Mumbai. At present, our college offers programs in Commerce stream B.Com. And in Science stream Information Technology. Interdisciplinary learning has been actively promoted by the University of Mumbai in accordance with the National Education Policy's vision. The curriculum has been suggested and interdisciplinary centers have been established, allowing students to select courses</p>
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	<p>from a variety of programs. The development of well-rounded global citizens and high-quality education are the goals of these programs. The University of Mumbai's policy of offering multidisciplinary and interdisciplinary courses as electives in its academic programs has been followed by Uran Education Society's College of Management and Technology. This gives students the greatest freedom in selecting their elective courses. The college is also actively striving to put the National Education Policy's recommendations into practice, adhering to the rules established by the Maharashtra government and the University of Mumbai.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>With the help of the "Academic Bank of Credits" (ABC) system, the Indian government hopes to quench students' thirst for knowledge nationwide under the National Education Policy-2020. This will be accomplished by giving students the academic freedom to choose and alter their educational paths, connect disparate disciplines, and receive support. Credit aims to facilitate students' access to their academic accounts, paving the way for seamless student mobility between or within degree-granting institutions through formal credit recognition, collection, and transfer and redemption systems. It helps distributed and flexible learning. As per the guidelines of the Mumbai University, our institute has put initiatives to make students aware about ABC (Academic Bank of Credits), Institute has taken efforts to facilitate students with registration of Digi-locker and creation of ABC id. In the year 2022-23 ABC ID of all the students was created and was submitted to Mumbai University</p>
<p>3. Skill development:</p>	<p>College is providing various skill based programs under University of Mumbai. The emphasis is on enhancing both technical and soft skills reflects a commitment to holistic education for providing students various courses. The integration of industry experts into classroom education and training is a valuable approach to bridge the gap between academia and real-world employment requirements. By focusing on creating employability among students, the college contributes to preparing the youth for the evolving demands of the professional landscape.</p>
<p>4. Appropriate integration of Indian Knowledge</p>	<p>he integration of the Indian knowledge system</p>



<p>system (teaching in Indian Language, culture, using online course):</p>	<p>involves recognizing its rich heritage in fields like Ayurveda, yoga, and philosophy. Incorporating traditional practices into modern education and healthcare can foster a holistic approach to well-being. Additionally, promoting research and preserving indigenous knowledge can contribute to a more inclusive and diverse global knowledge landscape. In college, the integration of the Indian knowledge system can be achieved through: Encourage interdisciplinary approaches, allowing students to connect traditional Indian knowledge. Support research projects that explore and document indigenous practices. Introduce yoga and wellness programs as part of the college's extracurricular activities, promoting physical and mental well-being.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>It's commendable that the college has adopted Outcome-Based Education (OBE) for its undergraduate programs in Science and Commerce stream. The emphasis is on aligning Program Outcomes, Program Specific Outcomes, and Course Outcomes with both regional and global requirements indicates a comprehensive approach. The inclusion of not just domain-specific skills but also a focus on social responsiveness, ethics, and entrepreneurial skills reflects a holistic educational philosophy. Collaboration with faculty members and stakeholders in developing these outcomes ensures relevance and responsiveness to industry and societal needs. This commitment to a well-structured OBE framework enhances the quality of education provided by the college.</p>
<p>6. Distance education/online education:</p>	<p>The college provides various digital platforms for students during Covid-19 pandemic for providing education, conducting classes, meetings and other academic activities in colleges. Overcoming geographical barriers through online classes and enhancing ICT facilities demonstrate adaptability and a commitment to providing uninterrupted education. The focus on upgrading Wi-Fi bandwidth, procuring computers and creating digital study materials aligns such as creating Powerpoint presentations with the evolving landscape of online education. These initiatives not only address immediate challenges but also contribute to the institution's preparedness for the National Education Policy (NEP) by embracing technology-driven learning methodologies.</p>

**Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
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
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.	Various electoral literacy programs have been conducted by this club like- Seminars, camps and awareness campaigns. A seminar on how to get Election card for student was organized by this club. Two Election drive were organed by the institute to get the election forms filled by the students who have achieved the age of 18 years in collaboration with Talati office Uran. Rigerous efforts were put by the electoral club to register maximum students above the age of 18 years.
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.	Various programs regarding election awareness were initiated like- Rangoli competition, poster making, skit and many others on the theme of Voting awareness.
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.	Voting awareness was quite less amongst the students. Many students were neither having election cards, nor they have filled the election forms. By conducting various drives the club has got the forms of 59 students filled and submitted to the Talati Office.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
279	223	190	186	214
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 15

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 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
8	8	8	8	8

### 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
14.71195	6.59696	6.13564	8.84036	12.72835

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

**Response:**

**In order to ensure effective curriculum delivery through a well-planned and documented process, the college follows some academic procedures which are mentioned below:**

- **The Uran College of Management & Technology plans semester wise curriculum as per the affiliated University (Mumbai University) to enrich the students knowledge.**
- **Offline admission process conducted for B.Sc. IT & B.Com programs, Induction program is conducted by the college for all newly joined students.**
- **Faculty categorize the courses and plan the courses for Slow Learner and Advanced Learner also focus on Timely completion of unit wise syllabus.**
- **Integration of student centric teaching learning methods such as Conducting Internal exams, continuous evaluation, results declaration, extra classes conduction, discussions.**
- **Use of prospective teaching learning to guide students core curriculum and help them to make curricular decisions, use of ICT teaching tools to enhance effective teaching & learning process.**
- **Organizing various curriculum related study tours, industrial visits, case study, seminar, group discussions, Guest lectures.**
- **College runs the program for students to address & resolve the personal & curricular related issues by allotting class wise class teachers, and assigned teachers who resolve the issues or communicate with the principal to get the solutions.**
- **On the basis of curriculum preparation of departmental session plans, with tentative dates Teacher ensures execution of timely completion of syllabus as per teaching plans, conduction of Internal exams, external exams, and student centric activities in the academic year. Copy of teaching plans signed up by principal/Vice principal, IQAC, Student class representative.**
- **Teachers prepare & maintain their curriculum workload, timetable and add the student**

centric activities in between the circular activity to empower students & all around development of students.

- Faculty submit the syllabus completion report to IQAC head, which is timely monitored by IQAC, Principal & CDC team.
- College prepares the academic calendar of every academic year which includes program, internal exams, events conducted throughout the year, events such as Tree plantation, Fun fairs, Sports weeks, Guest lectures etc. which is showcased on the website as well as on the noticeboard to students knowledge.
- Academic teaching & learning process such as Experiential learning, Audio visual learning, Experiential learning are used by teachers.
- Teachers maintain teaching plan, session plan as monitored & session by principal, whatever changes or disturbance in schedule during the academic year intimate to the authority & students in advance.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** 12

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 50.82

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
185	145	0	95	130

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

**Response:**

**Institute integrates the cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum.**

**The Cross cutting issues of Gender includes Explore the disparities arising out of gender with special reference to violence against women, Role and significance of women in politics, Constitutional and Legal Rights of Women, Constitutional and Legal Rights of Children.**

**Professional Ethics includes Ethics and prejudices in developing the individual, Introduction to Business Ethics, Claims, Ethics in Business Communication, Defamation, Harassment, Cyber Pornography, Criminal Justice in India and Implications on Cyber Crime, Monetary Penalties, Civil Law of Jurisdiction in India, Foreign Judgements in India, Abuse of Exclusion Clauses, Legal Principles on Jurisdiction in the United State of America, Legislative and Other Innovative Moves Against Cybersquatting, Works in Which Copyright Subsists and meaning of Copyright, Copyright Ownership and Assignment, License of Copyright, Copyright Terms and Respect for Foreign Works, Copyright Infringement, Remedies and Offences, Liability of ISPs for Copyright Violation in the Cyber World: Legal Developments in the US, A Tug of War on the Concept of 'Permanent Establishment', Finding the PE in Cross Border E-Commerce, The Law of Double Taxation Avoidance Agreements and Taxable Jurisdiction Over Non-Residents, Taxation Policies in India: At a Glance, Certifying Authorities and Liability in the Event of Digital Signature Compromise, Other Amendments in the Indian Evidence Act by the IT Act, Consumer Complaint, Defect in Goods and Deficiency in Services, Jurisdiction and Implications on cyber Consumers in India, Amendments in Indian IT Act 2000.**

**The cross cutting issues on Human values includes Understand the multi-cultural diversity of Indian society through its demographic composition, Fundamentals duties of Indian citizen, Concept of Human Rights, The Universal declaration of Human Rights, Fundamentals Rights in the Constitution, Significance of Values, Human Rights issue in addressing Disaster, Rights of Consumers, Equity Principle, Human Rights Principles, Letters under Right to Information (RTI) Act.**

**The Environment and sustainability includes Importance of Environmental Studies-Developmental Context, Environment as a Natural Capital and Quality of Human Life, Environmental Degradation- causes and impact on human life, Sustainable development- concept and components, Poverty and Environment, Concept of Disaster & general effects of Disasters on human life, Sustainability Principle, Man and Environment Relationship, Natural Resources, Resource Conservation, Resource Utilization and Sustainable Development, Human Population and Environment, Environment and Human Health, Human Development Index(HDI), Effects of Solid Waste-Pollution, Health Hazards, Environmental Impacts, Sustainable Agricultural Practices, Sustainable Industrial Practices, New Tourism Policy of India, EIA-Environment Protection Acts, Toxins, Equipment Disposal, Carbon Footprint, RoHS, Basel Convention, Process Reengineering with Green in Mind, Analysing the Global Impact of Local Actions, Going Paperless, Recycling, Social Movements and Greenpeace.**

**Along with different courses students had also participated in various activities like Tree**



**Plantation, Rashtriya Ekta Diwas, Constitutional Day, lecture on women related laws, International Women's day, Beach Cleaning, Campus Cleaning related with the cross-cutting issues.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 60.93

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

Response: 170

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 46.22

##### 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
127	91	65	63	70

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

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	180	180	180

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

#### 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:** 36.59

##### 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
65	49	38	33	40

### 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
111	111	141	141	111

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 34.88

## 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:**

**Response:**

Teaching-learning methods are pivotal aspects of the education system, with a growing emphasis on student-centric approaches designed to enhance the overall learning experience. The primary objective of these methods is to foster a deeper understanding of subjects and to equip students with practical knowledge and skills. Three key student-centric methods include Experimental Learning, Participative Learning, and Problem-Solving Methods.

Experimental Learning is a dynamic approach that integrates practical experiences into the educational process. This involves activities such as industrial visits and field trips. In our institute, departments organize these visits to expose students to real-world work environments, providing insights into industry practices. These experiences serve a dual purpose – helping students make informed decisions about their educational and career paths while also facilitating the development of practical skills. By interacting with industry experts and witnessing the application of theoretical knowledge in real-world scenarios, students gain a holistic understanding of their subjects.

Participative Learning encourages active engagement through seminars, group discussions, and debates. These interactive platforms, organized by departments, enable students to learn from experts in specific fields. Seminars offer a focused exploration of particular subjects, while group discussions showcase students' analytical abilities as they share their perspectives on given topics. Debates, on the other hand, contribute to confidence-building, sharpen critical thinking, and encourage articulate expression of thoughts. Active participation in classroom discussions further enriches the learning experience, fostering a collaborative and engaging academic environment.

Problem-Solving Methods form another integral part of student-centric approaches. This involves working on case studies and projects, allowing students to delve deeper into subjects and develop critical problem-solving skills. The case study method promotes logical thinking by presenting students with real-life scenarios that require analysis and solution development. Projects, on the other hand, offer students the autonomy to choose problems they want to solve, encouraging independent thinking and solution-oriented approaches. The inclusion of practical components within projects, such as hands-on experiments or fieldwork, enhances the application of theoretical knowledge and prepares students for real-world challenges.

Incorporating modern technology into teaching-learning processes further amplifies the effectiveness of student-centric methods. Information and Communication Technology (ICT) play a crucial role in this regard. Classrooms equipped with LCDs and projectors create interactive learning spaces, facilitating visual aids and multimedia presentations. Computer laboratories provide students with the resources to conduct in-depth research on case studies and projects, fostering technological literacy and independent learning.

E-Learning platforms, exemplified by tools like Moodle, offer secure and integrated systems for personalized learning. These platforms empower teachers and students to create tailored learning environments, promoting flexibility and accessibility. Additionally, applications like Zoom facilitate online lectures and seminars, enabling distance learning and accommodating diverse learning styles.

**In conclusion, student-centric methods, including Experimental Learning, Participative Learning, and Problem-Solving Methods, contribute significantly to a comprehensive and enriching educational experience. By blending theoretical knowledge with practical applications and leveraging modern technology, educational institutions can create dynamic learning environments that prepare students for the complexities of the contemporary world.**

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response: 80**

#### 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
10	10	10	10	10

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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: 25**

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	2	3	4

  

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

**Response:**

- **Grievances handling mechanism is completely transparent. All members of the Examination Committee, teaching faculty and non-teaching staff take efforts for smooth conduction of examination.**
- **College always follows the rules of the Internal/External Examination of University of Mumbai. The internal evaluation is carried out as per guidelines of the University of Mumbai.**
- **Internal examination test schedules are prepared and communicated to students in advance. For proper conduction of the test, two invigilators are assigned in the room and evaluation of answer sheets is done by concerned subject teachers within three working days.**
- **Internal examination grievances are cleared by showing the corrected answer sheet to students.**
- **Rules of entry and exit in the exam hall are obeyed strictly so no point of grievance in this domain.**

- **Final Semester marks are uploaded to the university portal by concerned subject teachers. This system of evaluation includes a variety of test-types such as class tests, presentations, assignments, projects, viva-voice, etc. Teachers inform the students about the pattern of the internal examinations well in advance.**
- **Practicals are conducted regularly and according to a well-planned and properly communicated schedule. All prescribed practicals are conducted and the students are given sufficient training in carrying them out. Thus, students are prepared to perform well in the practical examinations.**
- **Term-end examinations are held at the end of the first term. Term-wise syllabus as prescribed by the affiliating university, is completed in each term.**
- **The Internal examinations are conducted following the same model as the final examinations. The college internal assessment of both the streams to maintain uniformity and transparency.**
- **Each faculty does fair evaluation as per university norms. After the evaluation process, the moderation process is done as per university norms.**
- **All the ATKT and Regular Exams will be conducted as per the Time Period given by the Mumbai University. Time Table for each exam is prepared well in advance and communicated to the students prior on their respective WhatsApp group and displayed on the Notice board.**
- **A proper seating plan is followed for examination and it is displayed on the black board.**
- **Question Papers for the examination will be prepared by the concerned subject teachers in 2 sets. One set of question papers will be chosen by the Examination Chairman after the verification and Proofreading is done.**
- **The College examination committee itself looks after the complaints or grievances related to internal tests and semester end examinations. The students have the freedom to use the complaint box to put in the note of dissatisfaction with the examination mechanism. The I/c principal and faculty keep an eye on the overall procedure by conducting the periodical meeting with the examination committee.**
- **For External Examination the evaluation work is done by the college examination committee. Students who are unhappy with their grades can request a photocopy of the answer sheet for the relevant subject after the results are announced.**
- **After the results are announced, the student may fill out the necessary paperwork and submit it along with the university costs to request a rechecking or revaluation.**



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

**Response:**

Uran Education Society's College of Management and Technology follows the outcome based education as per the guidance of UGC. The IQAC guides the entire process of designing PO, PSO and CO. In order to abide by the objectives of Outcome Based Education, the Program Outcome, Program Specific Outcome and Course Outcome offered by an institute are framed with consultation of all the faculty members and stakeholders. The affiliating university also defines certain POs and COs for certain programs. The Institute defines a particular outcome taking the graduation attributes into consideration.

The Course Outcome shows the knowledge and practicality students will acquire at the end of a particular course. The COs are carefully designed as per the programs being offered. The course outcomes are prepared at the start of a semester and also uploaded on the college website. The subject teacher also maintains the teaching plan helpful to attain a specific course outcome.

The first three lectures are specifically meant to deliver the Program Outcome and Course outcome to the students. Similarly, the Program Outcome imbibes an overall knowledge with all aspects related to a program. The Program Outcomes are prepared by the Head of Departments and are also delivered to the learners. Every faculty member understands the concept of Outcome based education and tries to keep with the same.

Program Outcomes and Course Outcomes are communicated to students and teachers in the following ways:

- i. soft copy of the syllabus and POs & COs are uploaded on the College Website: In the department page [www.uescmt.com](http://www.uescmt.com)
- ii. Hard copies of syllabus and learning outcomes are available in department files for reference of teachers and students.
- iii. The students are made aware of the syllabus and other learning outcomes at the time of the Induction programme conducted at the beginning of the college.

iv. The importance of POs and COs are communicated to teachers in the department meetings by the Head of Departments at the starting of each semester. At the beginning of course students are made aware of that course by the course teachers.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

**Response:**

**Method of assessment of CO**

The assessment methodology used for calculating CO Attainment is Internal Evaluation and External Evaluation.

Internal Evaluation includes Evaluation of test, average attendance, active learning internal/lab, active learning external; obtained marks are converted in percentage, 50 % of this added to 50% of External Evaluation.

External Evaluation includes Evaluation of Semester/year end examination, obtained marks are converted in percentage; 50% of this added with 50% of Internal Evaluation which is CO attainment of Individual Student. Total number of students above 60% is divided with total number of students attended, termed as CO attainment.

**Method of assessment of POs/PSOs**

The assessment methodology used for calculating PO Attainment is Direct Evaluation and Indirect Evaluation. Direct Evaluation indicates an average of all course CO attainment under program converted to 50%. Indirect Evaluation considers Student exit survey, placement and progression to higher education is assessed, further converted to 50%. 50% of Direct Evaluation is added with 50% of indirect evaluation and calculated as PO, PSO attainment. The Head of the Departments communicates the Program Outcome to the students and Course outcomes are delivered to the students by a respective teacher dealing in a subject. The same is delivered to the students in their initial 3 lectures. The students are made aware of the outcome they will achieve after attainment of a particular course.

## Survey of Alumni

The alumni survey is an important assessment tool to identify the following important factors: Indirect once a year The level of conformity of the curriculum with the expected abilities of the pupil in industrial sectors. The level of achievement of the specified program goal.

Employer surveys will determine whether the knowledge, skills and attitudes learned from this educational institution meet their expectations.

The purpose of the student exit survey is to find out several factors once a year to shape the future strategy. To understand the impact of education, they understand strengths and weaknesses of various value-added courses and pre-practice training.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 91.95

**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
51	59	61	62	64

**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
62	63	61	62	75

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.91</b></p>	
<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## 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:** 1.05

**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
1.05	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:**

**Response:**

**The institution continuously strives to create habits of creative thinking in students and staff to meet the current global demands and expectations. It provides an active environment for promoting innovation and incubation. All necessary facilities are provided and students are provided with guidance lectures. Students are encouraged to actively participate in the application of technology to meet social needs. Necessary support is provided for documentation, publication of scientific works and also to obtain patents.**

**Informative meetings, workshops, seminars and guest lectures are organized on the subject of entrepreneurship. Students are offered the opportunity to interact directly with talented and experienced entrepreneurs in their field. Product service Training raises awareness of product**

marketing.

Indian Knowledge System (IKS) is an innovative cell established on 27th June, 2022 to promote interdisciplinary research on every aspect of IKS. Awareness program was organized for students such as Yoga and Meditation to relieve stress during day to day life. Yoga poses, pranayama, and meditation are taught to students for relieving their stress.

The Intellectual Property Right cell of the college plays an important role to fulfill the commitment towards the institution constituted on 20th June, 2022. IPR provides an encouraging environment to the faculty, staff members and students for creation of intellectual property. Every year one awareness programme related to IPR is organized by the IPR committee.

Incubation Cell was established in 2018 used to encourage and inspire students and faculty members to develop their ideas with industrial standards and reputed institutions around the world and help them to realize their potential. The purpose of the incubator is to help students transform their ideas into technical innovations. Students are provided with tools to build useful prototypes to advance agriculture and rural development. Financial assistance is provided for large and small research projects. Workshops are organized on emerging trends in technology. Students are encouraged to gain practical experience and better industry exposure. Entrepreneurs Fair is organized every year in college for students to arrange stalls such as food, clothes, stationeries etc.

Every year students are benefited through various workshops, seminars, guest lectures conducted on IPR and Entrepreneurship. Product service Training is provided for creating awareness on marketing the products.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 18

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
5	3	0	5	5

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response: 0**

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

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

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

#### 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:** 0.8

**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
12	0	0	0	0

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

**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:**

**Response:**

**Extension activity helps students to provide social awareness by conducting various activities.**

**Extension activities give opportunities to learn more social services. We have conducted various activities like, Road Safety, Distribution of Essentials to underprivileged children’s, Plastic Free Campaign, Self Defense, tree plantation, Water Conservation, Survey on Women's Status, Beti Bachao, Beti Padhao, hygiene related seminars, Gender Equality.**

**The activities help to make people aware of various things like, Road safety awareness is important because it helps reduce the number of injuries and accidents on our roads.**



**The problems faced by underprivileged children. This helps students to understand their role towards society.**

**Plastic pollution has a significant impact on the environment and life. To spread awareness about reduction of use of plastic. Importance of Ayurveda, and to utilize it in our life.**

**Sharing of knowledge with others through various means. Necessity for forest conservation and tree plantation.**

**The seminars on self-defense help to guide women and girls to know more techniques for self-defense and safeguard themselves against violence.**

**The activities like tree plantation helps to make people know how tree plantation helps in protecting earth and its resources.**

**The programs on water conservation where Students were taught about how water is important for our life, What problems the entire earth can face due to unavailability of water, And also how to save water.**

**Women survey where students collected information such as education level, family income, structure of family etc.**

**Street play on Solar energy where our students pass the message to the local community how they can implement solar panels and the benefits of it.**

**Women and girls need to have an equal excess to their rights including the right to survival and a safe environment.**

**The programs on Gender equality program were conducted to aware**

**everyone about the necessity of gender equality. There is a need for girl children and their rights to work in society. Everyone should get equal rights.**

**This is to spread messages about girl children and women empowerment in our society as well as to give them equal opportunity in education and other sectors also.**

**The seminar on personal hygiene to guide girls about their personal hygiene and health.**

**The competitions on gender equality were students learned about necessity**

**of gender equality. Also girls and boys have equal Rights on the society. Improving equality for girls and women can reduce the amount of violence. The seminars on the importance of ICT tools are very useful for teachers to get information about various tools and techniques.**

**To implement all those techniques in teaching which helps to explain topics in an easy way.**

**This facilitates teachers to do their work by using technology and get benefits of more features.**

**These various extension activities help to educate students, and peoples about various topics that are important to understand by the society.**

**By participating and conducting a different awareness program which helps students to understand various problems running in our society and how to work on those problems.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

**Response:**

**Response:**

**Extension activity helps to facilitating the transfer of knowledge, skills, and resources to the community. It helps to build relationship between our institution, other organizations and community.**

**To accomplish this we have conducted Extension programs creates social awareness amongst the students. It provides opportunities for students to work with people and to create an awareness and knowledge of social realities. We have conducted various activities like, Distribution of food to underprivileged children's.**

**To understand problems faced by peoples we have visited Adiwasi pada were snacks and sweets distribution done by our students. This helps students to understand their role towards society.**

**A health checkup camp is organized to provide medical services, to promote health awareness, for community well-being and to provide essential healthcare services to peoples.**

**We have arranged blood donation camp to encourage peoples about their responsibility and solidarity within a community. To aware peoples to donate blood for needy patients and in certain emergencies.**

**Our students had participated for beach cleaning to encourage communities contribute to the well-being of coastal ecosystem, and protect marine life. This is an essential activity to protect marine**

life and ensure a safe and clean environment.

We have conducted seminars and competitions in collaboration with post office to facilitate services of post office.

We have conducted Voter registration drive, to make voter registration process simple, to facilitate the registration of eligible individuals. Also celebrated National Voters Day, and conducted Voters Awareness Rally to encourage people's for registration of eligible individuals to vote in an upcoming election, to encourage peoples that they have the opportunities to participate in the democratic process.

The lecture on value education helps students to understand importance of instilling core values in individuals and society. This helps to discuss the significance of value education and its impact on individuals and society.

To aware peoples about importance of equality within the religion and to promote positive change within religious communities.

The celebration of constitution day to understand importance for fostering awareness, upholding the rule of law, it acknowledges the work of framers of the constitution and the historical context in which the document was created.

The activity like poshan maah celebration were conducted to address malnutrition issues and promote a healthier society.

Our institution received awards and appreciation for activities like Distribution of food, Blood donation camp, seminar and activities with Post office, and Beach cleaning from different NGO's and Government Bodies.

We have distributed food to underprivileged children's in collaboration with Women of Wisdom, Educational & Social Trust for six days. This Non- Governmental organization awarded our institute with appreciation certificate.

For conducting Blood donation camp in collaboration with terna blood centre, The Lion's Club of Uran and Terna blood centre awarded our college with certificate of appreciation and recognition of selfless service for blood donation.

The department of posts awarded us with Excellence certificate for conducting letter writing competition and seminar with post office.

The beach cleaning activity were conducted at Pirwadi beach the Jay foundation awarded us with certificate for exceptional service, efforts and continuous support.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 27

**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
09	05	11	00	02

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 13

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

## 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:

Response:

Uran Education Society's College of Management and Technology was started in the academic year 2008-2009. The college introduced a three year degree programme of B.Sc. (Information Technology) which is affiliated to the University of Mumbai.

Subsequently, three years degree programme of B.Com. Was introduced in the academic year 2011-12 to satiate the rising demand from learners interested in higher studies in the subject of Commerce.

The college has adequate physical infrastructure which includes ICT enabled Classrooms with the area of 70.752 sq. meters and capacity of 80 students each to conduct lectures with all teaching facilities available in Classrooms. The staffroom has an area of 22.82 sq. meters and 70.752 sq. meters. We have a computer laboratory of 70.752 sq. meters with the capacity of 40 students to conduct practical sessions for students. Along with this the college has physical facilities like a Library in 82.76 sq. meters which has a large set of books for teachers and students reference. Washrooms in 21 sq. meters for girls and boys, Ladies Common room in 9 sq. meters which has sanitary napkin vending machine for women's personal hygiene, Corridor in 282.72 sq. meters, Canteen in 85.10 sq. meters, and Auditorium in 122.46 sq. meters with the capacity of 110 students to conduct various seminars and programs, parking area in 1233.75 sq. meters to allow space for parking vehicles, server room in 16.38 sq. meters to monitor all ICT tools implemented in office, principal's cabin, computer laboratory and classrooms, Entrance in 170.80 sq. meters, Exam room in 12.40 sq. meters, Principals cabin & office in 70.752 sq. meters for administrative work.

We have a facility of First Aid Box to treat injuries that occur to students, teachers, non-teaching staff etc. in college campus. The notice board to display notices regarding exams, events etc.

The college has ICT infrastructure which includes tools like Biometric, Internet Connectivity, Web Camera, Printer and CCTV Surveillance which helps to use technology for smooth working of an organization. These ICT tools are implemented in different working areas of the infrastructure like, class rooms with LCD, Projector, CCTV Camera etc. Computer laboratory with LAN connection, CCTV Camera, Projector etc.

**Office with computers, printers, scanner and Cash counting machine.**

**Examination room with printer, scanner, CCTV camera, web camera etc.**

**We also have sports facilities for students like, Playground and Volleyball Court with the area of 2232.60 sq. meters. We have different sports materials available for students.**

**The college has a facilitated platform for students to conduct various cultural activities. The various traditional programs are conducted in saraswati mandap which has an area of 511.33 sq. meters and capacity of 500 people.**

**The big stage has an area of 189.10 sq. meters. And a seating area with the capacity of 1000 and more people to conduct annual programs.**

**Our college has the infrastructure for these various facilities like physical facilities, ICT tools facilities, sports and cultural facilities which facilitates our students for better education, for offices to reduce the manual work and use various ICT tools for their administrative work.**

**The teachers can use these facilities for efficient teaching and other work like to maintain records of lectures and students.**

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### **4.1.2**

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

**Response: 35.62**

**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
3.85	0	0	13.10	0.51

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

**Response:**

**The center of any educational institution is its library. A library is an establishment that provides information to the public. The college library encourages students to acquire, assess, and identify knowledge as well as to**

**acquaint oneself with current trends in knowledge in order to pursue higher education and acquire new skills.**

**For students, the college library serves as a kind of workshop. Not all students, whether wealthy or poor, are able to afford to buy all of the reading materials they need to meet their educational requirements. Libraries therefore serve a very important role here.**

**It is crucial for the institution to use its own resources to meet the information demands of each and every one of its students. UES College Library has a book collection of 3984 plus E-Books and 9 different Language News papers (English Language-03, Marathi Language-05 , Hindi Language-01).Every working day, the student can use the library. Among the study materials, storybooks,novels,competitive books, journals, and magazines are available for students and teachers. Every year,there is a check of all books in stock. At the start of every year, we are issuing library cards to all students, and information about these cards can be filled out in the Beedu App. The total built - up area of the library is 85.56 sq.mtrs.**

**While the majority of the volumes in the library can be checked out by teachers or students, certain works are only maintained there for reference.On account of the "Vachan Prerna Din" book exhibition program conducted by the library to create reading habits among the students.**



### Library Services

Services Provided by the library are:

- Visitors books for Students As well as for Teachers , which is useful to count Footfalls of students as well as teachers.
- Newspapers are also available for both teachers and students.
- Previous exam papers are available for student reference.
- BEEDU-CONNECT Software were installed in the library in the year 2018.This beedu Software is very helpful to students to find required books. At present the nature of Automation is partial and the softwares version is BCESLM 2.0.

BEEDU-CONNECT is a trusted ERP platform to fix institute management problems and connect educators and students together. It brings partial automation, reduces the paperwork and helps you to focus on increasing quality and productivity.

BEEDU-CONNECT is a simple, powerful and adoptable tool on handheld devices to overcome challenges faced by institutes.

Description of Library with,

- Name of ILMS Software : BEEDU-CONNECT ERP Solution Library Management.
- Nature of Automation : Partially
- Version : BCESLM 2.0.
- Year of Automation : 2018

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:**

**Response:**

**Uran Education Society's College of Management and Technology provides excellent IT facilities to the students and the faculty. All computers are connected in LAN. LAN and Network connections are effectively monitored by the IT Incharge. The institute provides access to computers to both the faculty members and the students for academic projects, practical sessions and learning.**

#### **IT Service Management**

**The IT service management is done by IT Incharge who manages the institute IT infrastructure and deploys the e-resources campus-wide. All the systems in the campus are connected through LAN with high-speed internet to serve the computing needs of users to facilitate teaching, learning research and administration.**

**The institute has always prioritized upgrading IT equipment. Regular updating is done in facilities at institute level as well as department level. The description of the same is provided below.**

#### **Wi-Fi & Internet Connection**

**The institute updates the internet connection and as of now, the available internet bandwidth is 70 MBPS provided by I-ON broadband. The computers from different blocks are inter-connected with LAN through switches.**

#### **No. of Systems and their Configuration**

**The institute has a total of 57 computers for students as well as faculty members with the following configuration: Processor i5 and i7, 8GB RAM, 1 TB Hard Disk, 2.5.10 GHz CPU Speed.**

#### **Firewall/Security**

**The institute uses Antivirus named Quick Heal for protecting systems from getting damaged.**

#### **Networking Peripheral**

**The institute has a networking switch provided by an unmanaged DLINK switch to connect all computers in LAN.**

### Licensed Software's

Institute has various softwares needed for academic purposes which includes Oracle, apart from basic software like Microsoft Office, Tally etc.

### Version of OS

The institute has Windows Operating System 10 and also works with open-source operating systems like Android and other software tools such as Cisco packet tracer, Python, R.

### I/O Devices

The institute purchases printers as per the requirements given by the departments. The institute has 1 colour inkjet printer & 2 LaserJet printers.

### LCD Projectors

Upgrading of IT is seen in teaching learning process as OHPs in the institute have been intermittently replaced by LCD.

### Online Seminars

The institute has paid versions of Zoom via which the online seminars and workshops are conducted. Every student and faculty are given a link or meeting ID and password.

### ERP System

The institute has a process of automating all its manual work via the BEEDU ERP System. ERP is effectively used as a Learning Management System by the faculty members and the students for the learning process. For all the faculty members and the students, a unique ERP ID is created in the college domain.

### E-Services

Google Classroom is used for teaching the learning process. Class notes and assignments are uploaded in Google Classroom. Training programmes are conducted to upgrade the programming skills of students. Whatsapp groups of students are created to communicate with faculty members for academic purposes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.3.2**

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

**Response:** 9.3

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

Response: 30

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student’s usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 4.33

**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
0.64	0.43	0.04	0.66	0.35

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 10.81

**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
23	21	19	27	28

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

#### 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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 3.66

**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
07	11	00	18	04

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 1.68

**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
2	0	1	2	0

**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
51	59	61	62	64



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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 0.68

**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
2	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	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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: 2**

**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
1	0	0	0	1

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

**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: 20.4**

**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
25	15	0	30	32

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The institute has an alumni association to create a strong bond between alumni and current students. Alumni support students through networking, financial support, mentoring and internships. An institute's alumni are the reflection of its past, representation of its present and a link to its future. Educational institutions are changing the way they see and interact with their alumni community.

Alumni committee of UESCMT was started in the year 2018. This committee is responsible for conduction of all activities connected to Alumni activities. In today's era of the internet, social media platforms like Facebook, Instagram and Twitter etc. have helped the alumni association in tracing the alumni and keeping them connected with the college. Realizing the power of the internet in today's world, the college website has started a separate web portal for alumni to keep them informed and connected with action at the college campus.

**The Alumni Association Contribution through various means are: -**

- 1. Book Donation:** Alumni association contributes by donating books.
- 2. Alumni Interaction:** They are invited as resource persons at various events, guest lectures etc. They provide inputs and share their experiences regarding skills, application of knowledge and corporate working culture.
- 3. Entrepreneurship Awareness:** Alumni help students to learn various skills and knowledge.
- 4. Alumni Meet:** In this meet the alumni get a chance to reconnect with their friends, teachers etc. This is the best platform for networking and sharing new ideas in the corporate world.
- 5. Institute Social Responsibility:** Our Alumni helps in conducting various donations in books, plantation of trees, stationary, chairs etc.

**Membership Eligibility:**

- **All students who have studied and received their graduate degree from UESCMT are eligible to be members of the Alumni association.**
- **All students who have studied but due to some reason could not complete their education are also eligible to be member of the Alumni association**

#### **Membership Fee:**

- **All alumni can register their names and become members after paying a membership fee of Rs. 200/-**
- **This amount will be collected by the accounts department and they are responsible to maintain the records for the same so that we can use that amount for conducting various activities.**

#### **Objectives**

- **Provide a forum to create and encourage a sense of belonging among alumni, current students and staff.**
- **To develop a spirit of loyalty among alumni, which makes them work for the multifaceted development of the higher education institution.**
- **We exchange ideas and information for mutual development and create a healthy academic, social and cultural atmosphere.**
- **Brings together the talents of all alumni who do volunteer work for the college, especially for the underprivileged students of the college, by sponsoring scholarships, awards and scholarships.**
- **Informs current and former students about job opportunities in various fields and gives them the right direction.**
- **To create connections between former and current students by periodically organizing Alumni Day celebrations as decided by the board.**

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

**Response:**

**Vision:**

**To deliver high-quality healthcare service, including to those in rural and urban parts of the country, to everyone while keeping in mind social demands in a global perspective, in all fields of higher learning in general.**

**Mission:**

**Our mission encompasses academic excellence through industry-relevant courses, promoting diversity among learners. We aim for social consciousness, instilling civic values and ethical practices. Environmental stewardship is crucial, with a dedication to eco-friendly practices and carbon neutrality. Faculty development is prioritized, providing resources for professional growth. Administrative efficiency is maintained through full automation and transparency.**

**Perspective Plan**

**The Internal Quality Assurance Cell (IQAC) serves as the linchpin for instilling a culture of quality consciousness in educational institutions. Mandated by NAAC and UGC, the IQAC shoulders the critical responsibility of overseeing both Quality Assurance (QA) and Quality Enhancement (QE) endeavors. The college's IQAC has embarked on a ten-year Perspective Plan, spanning from the Academic Year 2018-19 to 2027-28, with the primary objective of fostering balanced growth. Grounded in NAAC's prescribed Quality Indicators, the IQAC has constructed Quality Radars and set forth future milestones. This plan is a product of collaborative efforts, with stakeholders' input, including the Governing Body, faculty, students, Alumni Association, parents, and other vested parties, along with alignment to the institution's overarching vision and mission.**

**Decentralization and participative management of staff in the institutional governance**

**The college upholds decentralization and participatory management involving all stakeholders. Oversight of academic and administrative affairs lies with the I/C Principal, HODs, IQAC Coordinator, Registrar, Clerk, and Peons. Participative practices include appointing faculty members to committees like CDC, Examination, and Grievance Committees. HODs and class teachers coordinate curricular and extra-curricular activities. Administration manages office**

affairs, clerks handle admissions, payroll, scholarships, and exams. Lab Assistants oversee laboratories, the Librarian manages the library, and Peons maintain cleanliness. The Examination Committee ensures smooth exam operations, while the Student Council aids in organizing activities.

### Sustainable growth

The institute champions sustainable growth in academics, infrastructure, student support, and progression. It adopts a forward-looking curriculum, integrating practical applications. Infrastructure development focuses on eco-friendly practices, with energy-efficient buildings, ICT enabled technology and clean and green campus. Comprehensive student support services encompass counseling, mentorship, and resources for holistic development. The institute ensures seamless student progression through tailored learning plans, skill-building workshops, and career guidance. These concerted efforts underscore the institute's unwavering commitment to enduring excellence and sustainable advancement.

### Initiatives for NEP Implementation

In response to the National Education Policy (NEP), institutes have undertaken transformative measures.

- Institution has put efforts to make sure that all students are having ABC accounts.
- Skill development is prioritized through workshops, internships, and industry collaborations.
- Outcome-based assessments promote critical thinking and practical application.
- Institute is integrating India's Indigenous Knowledge Systems, enriching education with cultural heritage.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

**Response:**

The effectiveness of an educational institution hinges on the deployment of well-structured institutional perspective plans. These plans provide a roadmap for achieving the institution's goals and facilitating its growth and development. A strategic plan, aligned with the institution's mission and vision, focuses on specific goals, policies, and strategies. Guided by NAAC's quality indicators, these plans target improvement in seven critical criteria set by the accrediting body.

The institute has implemented various measures to ensure effective execution and growth. These include active faculty involvement in curriculum design and development within their respective disciplines. Additionally, faculty benefit from subject-related workshops, further enhancing their teaching capabilities. Supplementary courses broaden students' exposure across domains, enhancing their learning experiences. Practical skills are honed through skill-based vocational courses, and the integration of ICT enriches educational delivery and accessibility. Participatory learning strategies engage students in diverse activities, creating a dynamic learning environment. Guest lectures and educational visits expose students to expert insights and industry-relevant experiences.

Initiatives are also in place for faculty development and engagement. Research and extension activities encourage faculty to innovate and engage in research pursuits. Seminars on research methodologies equip them with essential tools and knowledge. Faculty members are supported in conducting research-based programs, and participation in conferences, seminars, and workshops is actively promoted. Students are also involved in research, gaining practical experience in research-based projects and case studies.

The institution is committed to addressing societal concerns through awareness programs on topics like Women Empowerment, Skill and Talent Development, and Environmental Awareness. These initiatives involve both faculty and students in best practices.

A Research and Development plan has been implemented, featuring workshops on Research Methodology for faculty and students from various institutes. These workshops empower participants with the skills needed to transform ideas into meaningful research. Expert speakers provide invaluable insights, aiding participants in writing research papers. Many faculty members have successfully published their research, contributing to the body of knowledge.

The Governing Council plays a pivotal role in steering the institution towards academic excellence. Coordination between management, CDC, Principal, HODs, and staff is evident in the effective implementation of quality-related policies. A democratic and participatory mode of governance is upheld, with all stakeholders actively participating.

Appointment and service rules form the backbone of human resource management, ensuring qualified and competent individuals are hired. Clear service rules provide a sense of security and outline performance expectations, fostering a positive work environment. This process is in line with rules of UGC and University of Mumbai.



**In conclusion, the institution's commitment to strategic planning, faculty and student development, community engagement, and effective governance contribute to an environment of academic excellence and continuous improvement. This comprehensive approach ensures the institution surpasses its objectives in the pursuit of educational excellence.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

**The institution has following welfare measures for teaching and non-teaching staff:**

- 1. Organization of training programmes, workshops, awareness lectures and webinars.**
- 2. College Uniform to non-teaching staff.**
- 3. Tea Club**
- 4. Felicitation of staff members in Annual Prize Distribution Function.**
- 5. Organization of Yoga training programme.**
- 6. Organization of Sport Competitions for staff during Annual Sports.**
- 7. Encouragement to participate in online and offline FDPs and seminars.**
- 8. Provision of Casual leave, duty leave, study leave etc.**
- 9. Provision of Traveling allowance.**
- 10. Support to get financial benefits in terms of Provident fund and Leave encashment.**

**Performance Appraisal System:**

**Academic qualifications, teaching experience, feedback from students and colleagues, research experience and training, research projects and consultations, participation in seminars/conferences/symposia/workshops, number of publications/products/patents and communication skills are used in the evaluation of academic performance of teaching staff. Teaching inventions/contributions are evaluated based on their contribution to curriculum and teaching methods, laboratory studies, evaluation methods, preparation of resource material (including books and reading materials), laboratory manuals and teaching/student counseling.**

**Non-teaching staff are assessed on the basis of their academic qualifications, work experience and professional experience of their assigned work, as well as achievements and goals. During the evaluation process the leadership qualities and contribution of the employee are valued University/School/Department/Function, Co-curricular Programmes, Enrichment of Campus Life (sports/games/cultural activities), student welfare and discipline, Membership/participation in committees/forums dealing with education and national development and so on.**

**The performance of faculty and staff is regularly evaluated. Salary and other benefits are increased or advanced based on individual achievement. Increment is a fixed component linked as a part and a performance component (incentive). If changes are made to the employee performance appraisal system, both the teacher and other staff are informed. Teaching and non-**

teaching staff are continuously receiving information about your operations to ensure they are in line with changes in University norms/standards that can provide opportunities for further development. For example, in each academic year, faculty must submit a self-evaluation report to a committee chaired by the President. An evaluation system is created in which student feedback, research and examination results are given weightage and a score is calculated based on that. The appraisal report is distributed to the faculty by I/C Principal. A faculty incentive scheme is being developed in order to encourage faculty involvement in research and field projects. It is expected that faculty will use their spare time to conduct research that will result in publication of books

Parameters for assessment in Self-appraisal form of Non-Teaching staff consists of

- Appearance of the employee should be presentable, pleasant and have professional attire.
- Understands the importance of his own job responsibilities.
- Should be regular and punctual and adhere to regular working hours.
- Able to manage and complete the assigned work on time
- Should follow time discipline.
- Ability to work in adaptive nature.
- Should be a good team worker and cooperate with others.
- Able to make practical suggestions for doing work in a better way.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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: 5**

**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
01	0	0	0	01

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

### 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:** 71.43

**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
12	13	00	13	12

**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
06	06	06	06	06

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

## 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:**

#### **STRATEGIES FOR MOBILIZATION OF FUNDS POLICY**

**Purpose:**

**The mobilization of funds refers to the process of raising financial resources for various purposes aimed at enhancing the quality of education and providing better services to students. The purpose of mobilizing funds can vary widely depending on the entity or organization involved. This helps to improve student experience, and to maintain high educational standards.**

**The purposes for which mobilization of funds required are,**

- 1. Infrastructure Development**
- 2. Student Service**
- 3. Faculty development**
- 4. Library resources**
- 5. Funds for Extracurricular activities**

**Scope:**

**The scope for the strategies for mobilization is depending on the institution's goals and the resources available.**

**The following are the scopes for mobilization,**

- 1. To decide funds requirements on the basis of student intake, department needs, faculty requirements, and infrastructural need.**
- 2. In order to operate the approved academic programmes effectively and provide administrative**

support.

**Objectives:**

1. This helps identify and analyse the institution's current sources of funds and resource availability for institution academic growth and efficient budget allocation.
2. This serves to identify the resources available for various program to ensure efficient management of funds.
3. It focuses on achieving the strategic plans, goals and activities for the overall growth of the institution.
4. This helps institute in efficient utilisation of generated funds while ensuring accountability and transparency.

**Fund Mobilization:**

1. To prepare the budget for student academics, activities, Seminars, Workshops by various departments.
2. To get the budget approved by management committee.
3. To prepare plan for efficient utilization of funds.
4. To use student fees for academic activities.
5. To utilize student fees for the academic and student growth.

**Monitoring utilization of funds:**

1. To maintain the bills for expenses, prepare voucher and invoices of expenses.
2. To verify the budget and expenditure documents by the authorised committee.
3. To conduct audit annually for expenditure done for the year.
4. To maintain year wise audited statement verified and signed by auditor.

The policy of fund mobilization is formed for effective utilization of funds and maintaining all its records for successful implementation of strategies for mobilization.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

Uran Education Society's College of Management and Technology has set up an Internal Quality Assurance Cell (IQAC) in order to meet the requirements of the National Assessment and Accreditation Council (NAAC) established on /06/2018. The IQAC cell will work to achieve the objectives of quality enhancement and sustenance as quality improvement is a continuous activity. The main goal of the IQAC is to develop a mechanism to improve itself consciously, consistently, and holistically.

The objectives of IQAC are:

- To create a system for deliberate, consistent, and energizing action to boost academic and administrative performance of the institution.
- To improve institutional functioning in the direction of quality improvement through the institutionalization of best practices and the internalization of a quality culture.
- To reinforce the coordination among the different divisions of the Organization.

The functions of IQAC are:

- Development and application of quality criteria/parameters for various educational and administrative activities of the educational institution;
- Encourage the creation of a student-centered environment that promotes high-quality education and the maturation of the faculty for the use of information and technology necessary for an inclusive teaching and learning process;
- Organize responses from students, parents and other stakeholders about institutional processes related to quality;
- Dissemination of information on the various quality parameters of higher education;
- Organization of internal and external workshops, seminars on quality topics and promotion of quality circles;
- Documentation of various quality improvement programs/activities;
- As the nodal institution of the institution in coordinating quality-related activities, including adoption and dissemination of best practices;
- Development of a quality culture in the institution;
- Preparation of Annual Quality Assurance Report (AQAR) as per NAAC guidelines and parameters to be submitted to NAAC.

**Two practices suggested by IQAC:****Use of ICT in teaching learning Process:**

The Institute's IQAC has played a key role in implementing many innovative teaching-learning approaches orientation program methods, video lectures, quality improving teaching through interdisciplinary lectures, skill-oriented programs, supportive lessons, problem-based learning, student-assisted teaching, creative thinking, cooperative learning, crosswords, student seminars and use of Powerpoint performances.

**IQAC conducts online quizzes, seminars for the faculty members. During the academic year, professional visits were made to make the students more effective in their practical knowledge. Developing problem-based learning, enhancing creativity, students' critical thinking, presentation skills and communication skills. IQAC conducts review meetings at regular intervals with academic coordinators, department heads who oversee all curricular, co-curricular and extracurricular activities.**

**Implementation of Green practices in the campus:**

**IQAC suggested initiating various green practices to maintain environmental friendliness through campus activities like tree planting, paperless, plastic Recycling, clean and beautiful campus, energy saving, awareness program on renewable energy and e-waste management. Because of better implementation of green practices, IQAC has divided these activities among various departments. IQAC continuously takes feedback from the right people in a result-oriented manner to carry out these activities annually through an academic audit. Because of these practices, ecological and pollution-free campuses and social awareness the community develops renewable energy and electronic waste management**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:** A. Any 4 or more of the above

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

## 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:**

**Response**

**The Gender audit enhances the capacity of the institute to examine its activities from a gender perspective and identify strengths and weaknesses in promoting gender equality issues. An institute plays an important role to sensitize the students about gender issues. Our institute has taken various measures to handle gender sensitive issues. It is necessary that students should be aware that every male and female has equal rights, and opportunities to work, it should not depend upon their Gender.**

**Gender audit is a process to check whether the college has gender balance. The college must have equal numbers of male and female students. The institute should follow all rules and regulations equally for each student. To check whether the college has conducted various activities for gender sensitization and whether the college has facilities for the women.**

**The college provides knowledge about gender sensitization through various topics in syllabus like, Explore the disparities arising out of gender with special reference to violence against women, Role and significance of women in politics, constitutional Legal rights of women. This cross cutting issue helps to understand students about gender sensitization and rights of women.**

**The college conducts various gender sensitization awareness activities like, various competitions on Gender equity, Women's importance. The activities for women like Self-defence training program, Health and Hygiene Seminar for female's students, Seminars on women rights and laws. Our institute not only focuses on conducting activities in college campuses but also makes society about gender sensitization and women's rights by conducting various activities in society to make others aware about gender equality. The college has a Women development committee to solve women's issues, to conduct various activities, programs and to provide various facilities to female students.**

**The college provides various facilities for women to observe gender equality like Ladies common room with Sanitary Napkin Machine, Sanitary Napkin Disposal Machine and Sakhi Box, Girls Washroom with basic amenities, Suggestion and Complaint Box, CCTV Cameras implemented in college campus.**

**The college has a fair balance of Female and Male student's participation in each committee and the activities conducted under every committee. The teachers also encourage every female student**

to participate in all activities which are conducted in college and outside college to give opportunities for female students.

The college has a Women Development Committee who provides Counselling for female students to address issues related to females and to guide them. This helps to maintain safety and security of the female students, protection of female students against harassment and problems faced. The counselling can be done through various awareness programs in different areas such as legal, career and social aspects, and solve issues and complaints related to women and help them by providing knowledge of their redressal of grievances. The awareness programs help girls and women to gain knowledge and to provide training. The committee conducts counselling and encourages girl students to share their problems with female staff.

This helps to address complaints of girl students and provide support and guidance for girl and female employees and to resolve their complaints.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** C. Any 2 of the above

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

**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:**

**Response**

**An inclusive environment is one where members feel respected and connected to each other. UESMTC believes in cultural diversity and cultural tolerance as the key to social harmony and has a diverse student body and staff from different regions. The college has taken initiatives to create an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic and communal socio-economic in following terms:**

**Cultural Harmony**

- **Celebration of Navratri Festival, Traditional Day, Diwali Celebration and Organization of various Cultural Programmes.**

**Regional Harmony**

- **Celebration of “Maharashtra Day” on 1st May, “Shiv Swarajya Din” on 6th June.**

**Linguistic Harmony**

- **Celebration of Marathi Bhasha Din on 27th February, Hindi Divas on 14th September, Organization of Essay Writing, Slogan Writing and Debate Competitions. Organizing rallies for awareness of people.**

**Communal socio-economic Harmony**

- **NSS unit of college organises skits to disseminate communal and social-economic messages. This establishes positive interaction among people of different racial and cultural backgrounds.**
- **Donation of food, clothing materials and other needful accessories in Slum areas.**
- **Organization of Blood Donation Camp and International Yoga Day.**
- **Celebration of Birth and Death Anniversaries of national heroes, freedom fighters and regional leaders.**

**Values**

- **Celebrating Independence Day and Republic Day to encourage the values ??of patriotism,**

**freedom, unity, cultural harmony, brotherhood, leadership, justice, peace, non-violence and devotion to the people.**

- **Organize International Women's Day to promote gender equality, women empowerment, respect, sisterhood and trust.**
- **UESCMT celebrates Maharashtra din to encourage unity, sacrifice and regional harmony.**
- **Organization of communication activities based on such values ??as sincerity, discipline, punctuality, hardworking, athletic, polite, decisive and teamwork.**

### **Rights**

- **Teachers' Day is celebrated on September 5, raising awareness of freedom of expression, freedom of speech, freedom of association and freedom to live in any part of the country.**
- **Indian Constitution Day is celebrated on November 26 to promote equality, the right to freedom, the right to refuse exploitation, the right to religious freedom, culture and education rights and the right to constitutional remedies.**
- **Women's Day is celebrated on March 8 to promote equality.**
- **Constitution Day and Human Rights Day is conducted**

### **Duties**

- **Celebrating Independence Day and Republic Day to protect sovereignty.**
- **Celebrating the birth and death anniversaries of freedom fighters to uphold the ideals of freedom to fight.**
- **Celebrating Voters' Day to strengthen democracy.**
- **Organize a disaster relief training program to perform public services on call.**
- **Organize tree planting programs and water conservation initiatives to protect nature to the environment.**

### **Responsibilities of Citizen**

- **Conducting activities like Blood Donation Camp, Tree Plantation, Road Safety Rally, Voter's Day, Swachh Bharat Abhiyan, NSS Special Camp and youth festivals nurture students into responsible citizens.**

- A lecture on awareness of an ideal teacher in connection with teachers' day organized by last year students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

Response

#### **Best Practice 1**

**Title of the practice: Unity in Diversity**

**Objectives:**

- To promote unity in diversity amongst everyone.
- To inculcate moral rules
- To develop the religion and spiritual qualities
- To develop the sense of equality
- To conserve the ancient Indian culture

**Context:**

**A college is a miniature of society and reflects all the characteristics of the institution to society. The prosperity of a society depends on its education system and their policies. Educational institutions help produce good citizens who improve the talent pool of the country. India is a multicultural and religious country. Everyone follows their own religion and culture and celebrates**

their holiday freely in their own style. The students of the institution come from different castes and religions, "Uran Education Society" promotes "Unit of Diversity" by organizing various cultural programs and strives to achieve the best practices of the college as "Cultural Diversity".

**Practice:**

The institution has been taking following measures to achieve the best practice:

- The institution successfully organizes get-togethers for the Diwali and Dandiya.
- Marathi Diwas is celebrated in the college campus.
- Saraswati Puja on account of Dussehra is celebrated with religious spirit.
- Traditional Day is celebrated with unity spirit.

**Evidence:**

The Academic Calendar was followed accordingly to celebrate all cultural programmes in the following academic year and maximum students actively participated in the programme.

**Obstacle of the Programme:**

- Many students do not participate actively in various competitions.
- Wrong perception towards the celebration of cultural activities
- Financial problem

**Impact**

- Celebrating different cultural programmes develops new thinking, experiences and understanding of Indian culture based on unity in diversity.
- It focuses on the cultural awareness of the students.
- The student appreciated the cultural differences.
- Students are encouraged to overcome the stereotypes of programmes.
- It developed the sense of mutual understanding and tolerance power

**Resource Required**

- Require funds



- **Require more time to organize the various cultural programme**
- **Require resource persons.**

## **Best Practice 2**

**Title of the practice: Raising environmental awareness**

**Objectives:**

- **Raises environmental awareness among college students and staff**
- **To realize various environmental protection areas on the campus.**
- **Through the NSS unit of the college, it organizes various programs and activities to raise environmental awareness among the residents of the surrounding area.**

**Context:**

**The occurrence of global warming sounded an alarm bell all over the world about the deterioration of the earth's environment and its consequences, many thinkers and ecologists similarly worried humanity, pointed out that it is high time to take appropriate measures that we can prevent the loss of the environment and save the earth and our future generation from disasters for many problems through which they can motivate the young generation and seek their contribution in mitigating environmental threats.**

**Practice:**

### **Energy conservation**

**There are many steps a college can take to minimize energy consumption. These include: - Replacement of energy-consuming tube lights and light bulbs with energy-saving compact fluorescent lamps and LED lights. The college conducts energy conservation programs and takes steps to ensure energy conservation whenever possible. The institute follows a policy of turning on power only when needed and turning it off when not in use. Classrooms have very wide and tall windows, ensuring that the use of lights and fans is minimized as ventilation is naturally enhanced. Classrooms, administration rooms, offices, and the principal's cabin of the college are airy and well lit to maximize natural light during the day. The institution strictly observes to see that no electric equipment runs unnecessarily. Almost all the computer monitors in use are either LED or LCD to ensure minimum usage of electricity and also to reduce the level of radiation.**

### **Green Campus: Swachh Campus**

The NSS unit of the college organizes tree plantation drives regularly. Several tree saplings were planted by the students and staff as part of several tree planting initiatives that the institution, through its NSS wing, coordinated. To keep the campus safe for everyone, care is taken to maintain minimal levels of pollutants and carbon emissions in the college environment. A "No Tobacco Zone" has been designated at the campus. The institution has a procedure for conducting a green audit of its facilities. Use of jute or cotton bags is encouraged among faculty and staff

### **Creating environmental awareness among citizens**

The college's NSS Unit has participated in a variety of projects and events, including planting trees, taking part in the Swachh Bharat Mission Abhiyan, organizing rallies, etc. All of these initiatives and events, both in the residential camp and the adopted community, have been quite effective in raising public awareness of environmental conservation. NSS has launched an awareness campaign to stop the employment of this trial-by-fire technique.

### **Evidence:**

The college students and employees have begun to practice a variety of environmentally friendly habits, such as using less papers, avoiding plastic bags, and properly disposing of waste on campus. Students have begun to plant and care for a variety of trees in their houses as well as in the communities where they were raised. The students' daily lives at their individual homes have been influenced by the green activities they have observed on the college campus. People have begun to install LED bulbs in their homes instead of the old types of bulbs that use a lot of electricity as a result of awareness among students and also among the adjacent communities.

### **Obstacle of the Programme:**

Since most students have grown accustomed to using all of these contemporary conveniences, they are first hesitant to adopt certain green behaviors like avoiding plastic bags, using less electricity, conserving water, and using fewer personal automobiles. In order to prepare the land for a healthy harvest of the paddy crop during the following rainy season, it is customary in our area to pile dried leaves together in the months of April and May and light them on fire. The local population holds a lot of false beliefs. They are initially hesitant to abandon this practice since they think it helps them have good agricultural yields. We require additional resources to address these kinds of issues

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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:**

**Response:**

**“Women Empowerment for Students to provide Quality Education”**

**Uran Education Society’s College of Management and Technology is an esteemed institution affiliated to University of Mumbai. It is run by College Management, founded by Late Mr. Nagraj Sheth, Late Mr. Umesh Pradhan and Smt. Snehal Pradhan. It helps students to fulfill their dream of education by upliftment of the rural masses and their overall development by the means of valued education. The vision, priority and focus of the college is in line with the objectives of the National Education Policy 2020. The institution works as per its vision statement: ‘To become a premier educational destination that strives to provide an environment conducive for holistic development of ignited young minds and all related stakeholders’. The institute has been functioning for the progress of rural masses of the locality since its establishment in 2008.**

**The priority and the main aim of the institute is “Women Empowerment for Students to provide Quality Education”. The outstanding performance of the college stands out for its distinctiveness in various areas of the college having an active and energetic workforce dominated by females. This includes a women dominant faculty of 7 teaching and 1 non-teaching staff. The Science stream consists of 4 teachers and Commerce consists of 3 teachers and all are females. The IQAC coordinator is also the HOD of her department and also heads the Examination and Cultural Committee.**

**All faculty members have successfully led and excelled in their assigned duties. They have succeeded and flexibly adapted to change in curriculum requirements from paper centric books and taking lectures using ICT tool-based systems. They have all accepted all challenges easily and worked with very enthusiasm. Free primary medical care is provided for women with gender-related health issues by female doctors, and the student council works to raise awareness of the value of sanitation, personal hygiene, and the prevention of seasonal diseases like malaria and dengue. Girl student participation in the Swatch Abhiyan conference and outreach activities are encouraged.**

**Over 50% of the students in this institution are female. They come from rural areas in the**

majority. Due to the social stigma associated with inequality and harassment of women, the cell has taken a keen interest in defending the rights of female students by organizing unique value-added programs. Regardless of their psychological or biological strength, women still experience harassment in both the academic and non-academic sectors of society. They should receive guidance in matters of social, educational, economic, political and psychological living in order to empower and strengthen them

The college has contributed remarkably in the career development of thousands of its students and played a pivotal role in their overall development, which in turn has brought laurels to the college. Students benefited from the quality education provided by the college and achieved high positions in the academic, social, political, and cultural and sports fields.

To support the priority and thrust area, the college offers programmes like B.Sc in Information Technology and B.Com at UG level. The college has a Placement Cell which looks after placement of students in various fields. Extension and outreach activities are carried out under NSS, WDC and DLLE which helps in development of students.

The college has grown significantly over the years in terms of its infrastructure and facilities to survive the changing scenario of higher education and modern demands in the context of globalization. The teaching, learning and evaluation process of the institution was supported by a conducive educational atmosphere and reasonable infrastructures. The college has an adequate number of classrooms, smart classrooms, Administrative Office, Computer Lab, Library, Auditorium. ICT is used for teaching-learning and evaluation processes. The college has Canteen, Common room to provide conducive environment for academic progression.

The college implements various student welfare programs, seminars, workshops etc. Government Scholarships, free ships, CIDCO Stipend, Tarang-Cultural Programme, Remedial Coaching, Extra Guidance to Slow and Advanced Learners, Annual Prize Distribution Ceremony, Payment of Admission Fees in installments, Special Awards to sportsmen are some of the remarkable welfare measures taken for the students.

Institution is providing various facilities for women for the last 14 years. NSS and Women Development Cell organize awareness programmes and take parts in various rallies against sexual harassment, drug abuse, saving water, electricity, keeping surrounding clean, tree plantation, blood donation camp, health camp. The college is organizing various rallies for creating awareness for elections, creating awareness about education of girls. Awareness is given to students and it makes students understand its meaning about rainwater harvesting, Go Green, traffic rules and blood donation. WDC cell institution has organized and executed a number of programs with true spirit and dedication. The college has organized various programs such as Health and Hygiene programme to inculcate health awareness amongst students. Parlour course for girls to become self-independent. Women Empowerment programme for girls to give knowledge about safety precautions.

Under the Indian Knowledge System, the college conducts an awareness programme for making

forts to discover a great deal about our rich cultural heritage. Students pay close attention to the many myths and customs that surround the construction of forts. Making a fort requires a lot of planning as well, including determining the right amount of water and soil, the consistency of the mixture, and the need for additional supporting materials. In short, it doesn't end here. A keen sense of appearance and an eye for detail are prerequisites. These things have a significant impact on how the students develop. Building forts is seen as a way to honor Shivaji Maharaja and show him gratitude.

The college has achieved following awards and recognitions for its contribution in the field of education for upliftment of the students:

- ISO 9001:2015, ISO 14001:2015 and ISO 45001:2018 by United Accreditation Forum.
- 01 students of the college won medals at University level Cultural Competition.
- 60 students received MahaDBT Scholarship under OBC, SBC, SC, ST categories during assessment period.
- Every year more than 50 students are benefited with CIDCO stipend/scholarship.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## **5. CONCLUSION**

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### **Additional Information :**

At Uran Education Society's College of Management and Technology we organized Co-curricular activities, Sports activities to showcase the talent and skills of our students. Our college organizes various extension activities which helps to involve the students in various activities other than their academic studies. Our college is implementing smart technology to enhance student understanding in studies. The college has ERP software for academics, administrative, examination, and Library.

### **Concluding Remarks :**

Our college is developing operational plans to enhance the quality and standards of academic and administrative functioning. Our college strive for continuous improvement and development. We provide facilitative environment for students for their growth and success. The college has upgraded its services and infrastructure to respond to the changing educational environment. The college provides quality education, to transforms students into competitive world. The college has signed MOU's with different colleges and NGO's for faculty exchange and conducting various activities for students.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :12</p> <p>Remark : As per the revised data and clarification from HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p><b>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</b></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>251</td> <td>200</td> <td>0</td> <td>165</td> <td>200</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>185</td> <td>145</td> <td>0</td> <td>95</td> <td>130</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	251	200	0	165	200	2022-23	2021-22	2020-21	2019-20	2018-19	185	145	0	95	130
2022-23	2021-22	2020-21	2019-20	2018-19																	
251	200	0	165	200																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
185	145	0	95	130																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 173</p> <p>Answer after DVV Verification: 170</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
128	94	65	63	70

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
127	91	65	63	70

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	180	180	180

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	180	180	180

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
66	52	38	33	41

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
65	49	38	33	40

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
111	111	141	141	111

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
111	111	141	141	111

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
51	59	59	62	53

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
51	59	61	62	64

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	62	59	62	68

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
62	63	61	62	75

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

#### 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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	5	0	10	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	0	5	5

Remark : As per the revised data and clarification from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	0	0	0	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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.**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	10	13	0	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	05	11	00	02

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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.**

Answer before DVV Verification :

Answer After DVV Verification :13

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.61	13.65	0.78	13.94	4.81

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.85	0	0	13.10	0.51

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : 40

Answer after DVV Verification: 30

Remark : As per the revised data and clarification from HEI, based on that DVV input is recommended.

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)***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10.51	5.60	5.26	6.77	10.22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.64	0.43	0.04	0.66	0.35

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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***

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	21	19	27	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	21	19	27	28

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	12	0	18	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	11	00	18	04

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	1	2	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	9	15	17	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
51	59	61	62	64

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

**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.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	1	2	0

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, as qualifying certificates are provided, thus DVV input is recommended.

**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**

**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**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
125	85	0	150	134

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	15	0	30	32

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
09	0	0	3	13

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	00	12	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	00	13	12

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

Answer before DVV Verification:

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

06	06	06	06	06
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	06	06	06	06

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : A. All of the above

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>                      Answer before DVV Verification : 16                      Answer after DVV Verification : 15</p>																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>8</td> <td>8</td> <td>8</td> <td>8</td> <td>9</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>8</td> <td>8</td> <td>8</td> <td>8</td> <td>8</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	8	8	8	8	9	2022-23	2021-22	2020-21	2019-20	2018-19	8	8	8	8	8
2022-23	2021-22	2020-21	2019-20	2018-19																	
8	8	8	8	9																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
8	8	8	8	8																	