



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

CHAUDHARY ATARSINGH YADAV MEMORIAL EDUCATION TRUST'S SIDDHANT INSTITUTE OF COMPUTER APPLICATION

CHAKAN-TALEGAON ROAD, NEAR CHAKAN AUTO HUB, SUDUMBARE,
PUNE
412109
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Caudhary Atarsingh Yadav Memorial Education Trust has been contributing to the field of education by providing education from kindergarten to UG and PG since 2003.

Siddhant Institute of Computer Application (SICA for MCA course) – was established in the year 2005, the Institute is approved by the AICTE, recognized by the Government of Maharashtra, and is affiliated with SP Pune University. It is a premier Computer College known for its academic excellence and value-based education. It provides technical education to both fresh graduates and those who want to enhance their technical and management skills. SICA encourages its faculty and students to undertake consultancy projects with corporate. Situated in the heart of Hills, within the sprawling campus, pollution-free campus, SICA Pune is a world in itself. However, in contrast to its surroundings, SICA is a volcano of activities, ideas, knowledge, and ambition. State-of-the-art infrastructure facilities at SICA render an atmosphere that is conducive to learning and development. Situated at; Sudumbare Institute provides its students with the best facilities to develop their management skills and personality. It is housed in a beautiful well-planned building having all the infrastructure facilities such as well-furnished classrooms with modern audio-visual equipment, very well-equipped computer laboratories, library, reading room, computer center, Internet, tutorial rooms, staff room, and students' common rooms, large playground, sports equipment, hostel buildings, staff quarters, mess/canteen, etc. The college has a separate training and placement cell for our students for getting better job opportunities to enhance their careers. We also provide a regular college bus service connecting to entire landmark places in Pune city and the Pimpri Chinchwad Corporation area. The pursuit of excellence is what drives the colleges and the results are apparent and speak for themselves. We are proud of the achievement of our students and of the high level of resources, they are able to access through the College.

Vision

Building an institution with learning environment filled with world-class infrastructure and the best academicians as the gurus; which will foster our aim of creative are not just good professionals but also the best human beings who will strive for making INDIA A SUPER POWER and thus a better society to live on this earth.

Mission

Strive continuously to create the best of the facilities and infrastructure that an educational institution can offer and ensure the BEST ACADEMIC RECOURSE. Student's fraternity always wants to be a part of it.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Effective teaching learning system for outcome based learning.

- Qualified and experienced faculties.
- Adequate infrastructural facility with Wi-Fi and conducive environment for academic.
- Transport facility connecting all parts of cities.
- MoUs with Industries to facilitate learning beyond syllabus for faculty and students.
- Clean and green campus with eco-friendly ambience and top-notch infrastructure.
- Dynamic IQAC that take consistent initiatives for the betterment of the college.
- Well-structured Placement Cell catering to job aspirants.
- Safe and hygienic hostel for girls with good infrastructure.
- Safe and secure campus with CCTV surveillance and round the clock security staff.
- Comfortable sick rooms with first aid facility for boys and girls.
- Well-designed playgrounds and game courts.
- Sprawling parking facility for all stakeholders.
- Reduction in power consumption by tapping solar energy.

Institutional Weakness

- Located in remote and rural area
- Lack of Patents.
- Restriction in formulating choice based curriculum, open electives, industrial based subjects in curriculum
- Unavailability of public transport.
- Fluctuation of electricity supply being in the rural area.
- Interdisciplinary research needs to strengthen.
- Need to participate in NIRF ranking.
- No department recognised as research centre and hence unable to offer doctoral research.
- No members of faculty possess Ph.D. degree.

Institutional Opportunity

- To improve national and international ranking.
- To improve soft skills and employability skills of students.
- Enhanced Practicing of Outcome Based Education.
- Publication of own college National/International Journal
- More students to be enrolled in MOOC programmes enabling academic empowerment.
- Opportunity for more industrial collaborations.
- Additional collaborative ventures/MoUs with institutes and industries to enhance academic exposure of students and faculties.

Institutional Challenge

- Practicing IPR issues by the students and faculty members.
- Enhancing strengthening positive thinking amongst the students.
- Consultancy work by Faculty.
- Paperless working.
- Availability of research grants from Industries for affiliated Institutes.

- Employability efforts for slow learners.
- Institute is affiliated to the university hence academic autonomy is restricted.
- Limited duration of the semester to implement academic activities.
- Creating inclusive environment for students admitted from diverse backgrounds
- To promote new startups and innovation center.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Siddhant Institute of Computer Application (SICA) offers the postgraduate programmes, MCA. The institute is affiliated to Savitribai Phule Pune University (SPPU) and follows the curriculum designed and developed by the affiliating university. The institute follows the curriculum notified by SPPU as per AICTE norms. The syllabus revision has been done in the year 2020 where CBCS (choice based Credit System) has been introduced. Flexibility is ensured by implementation of CBCS. The Director is member directly contributed for curricular development and revision. Faculty are involved in co-curricular design, implementation as well as university examination evaluation practices. The Institute prepares an academic calendar which includes Continuous Internal Evaluation (CIE), extracurricular and co-curricular activities before the commencement of each academic session. The Head of the Department invites course preferences from faculties. Subjects are allotted to faculty members based on their expertise. Continuous concurrent evaluation is done for internal assessment and external exams are conducted by university. Review and monitoring is done periodically for effective curricular delivery and evaluation are done by HOD, Academic committee, IQAC and Director. The course planning is done by faculty members, which includes course delivery content, activities, experiential learning and participatory learning based on predefined POs and COs, keeping in line with the Institute's mission. Conventional teaching practice of whiteboard is commonly used along with LCD, PPT, and other course materials for better comprehension of the content of courses. Additionally, different online platforms such as NPTEL, MOOC, Coursera, and Swayam are provided to the students. Being self-paced courses, the add-on/value added/certificate courses can be completed by students during academic tenure. Industry input is considered for identifying curriculum linkages with certification/add-on/skill development courses. Mandatory academic courses like Human Values, Environment and Sustainability, Gender Sensitization and Professional Ethics are imparted to students as per curriculum.

The attendance for the courses are verified by the competent authorities. Field trips and industrial visits are arranged to add an experiential quotient to the students' understanding. Project work, case studies and group discussions provide hands-on experience to students. As per curriculum, mini projects which comprises 5 credits (semester I, II and III) and final semester project comprises 22 credits are developed by all enrolled students (including students enrolled with supernumerary seats). Institute and Industry certificates are valid for above mentioned projects. Summer Internship Projects (SIP) comprising 6 credits (Semester III) are developed by students. Institute and Industries certificates are valid for SIP. Structured feedback on curriculum and infrastructure is sought from different stakeholders like students, teachers, alumni, and employers to design new strategies and programmes to address the issues.

Teaching-learning and Evaluation

The Directorate of Technical Education (DTE) conducts admission processes all over Maharashtra for colleges or institutes affiliated to state universities. The institute follows the centralized admission process for MCA as

per DTE guidelines. Institute is running under Linguistic Hindi Minority so the percentage of minority and reservations for admission is predefined by the State Common Entrance Test Cell. Scholarships and freeships are provided to students belonging to the various categories as per government norms. As per the central government guidelines, the institute additionally gets 5% Tuition Fees Waiver Scheme (TFWS) as supernumerary seats.

The student-to-teacher ratio for the academic execution is maintained as per AICTE norms. Examination and evaluation process is followed as per affiliating university guidelines. Director, College Exam Officer, and Exam Committee ensures adherence to exam schedule and timetable. Transparency, robustness and fairness are maintained in the conduct, monitoring and assessment of examinations. The COs/POs are displayed on the website and their attainment is measured. The average pass percentage of final year students is 93.21% which is better than university average. Students have secured good university ranks.

A student centric learning environment is provided with various methodologies such as case studies, add-on courses, expert talks and internship projects. Innovative processes in teaching and learning like ICT tools and modern pedagogical techniques are adopted by the faculty. A Learning Management System (LMS) is implemented for enriched student-teacher interaction. The Institute is rigorously focusing on academic development by maintaining the faculty ratio as per the AICTE norms.

The institute is committed to promoting understanding of Course Outcomes (COs) and Program Outcomes (POs) among learners, faculty members, and other stakeholders. This serves to establish clear expectations, foster connections across various course components, and provide insights into what each stakeholder can gain from the course and program. At the outset of each academic year, the institute conducts an Induction program, during which the Program Coordinator conducts orientation sessions to explain the overall program structure and program outcomes. Similarly, course faculty members elucidate the COs relevant to their courses in Course overview sessions. Throughout the semester, Course Outcomes are periodically discussed in the classroom to ensure students are well-informed.

Research, Innovations and Extension

Siddhant Institute of Computer Application seek to provide a creative and supportive environment in which ideas are generated and can flourish. We believe that research, consultancy, and extension activities are integral part of the academic programme and promotion of research has been synthesized in its academics. So activities like Idea competition, e-poster competition with Innovation as theme, Guest lecture session. The faculties are also carrying out research work in various thrust areas and attend various national conferences to present their research work resulting in papers published in conference proceedings. our faculties are actively engaged in research.

The institution has created a platform to have active interaction between the faculty, students and the eminent researchers through invited lectures as well as during conferences. Many teachers have published book chapters, research papers in Journals and conferences.

Infrastructure and Learning Resources

The Institute fulfills the norms of the salutatory bodies (AICTE & DTE) in terms of land requirements, instructional, administrative, and amenity areas. Classrooms, seminar halls, laboratories, auditoriums, sports

and cultural facilities, and computing facilities are available at the Institute to support teaching and learning. All these facilities are designed to be barrier-free and easily accessible by all.

Firefighting systems are provided to counter situations like fire hazards and natural calamities. The Institute is under CCTV surveillance with 30+ cameras. Maintenance and repairs of infrastructure and ICT facilities are through AMC's. The institute has appointed the agency for housekeeping and security of the campus.

To support teaching and learning with ICT facilities, classrooms are equipped with LCD projectors and WiFi facilities and LMS. The Institute is fully equipped with 170+ high-end computers, projectors, printers and multimedia equipment comprising two computer labs and a computer center. The institute is equipped with a server room having a centralized firewall and a server rack. WiFi-enabled campus with a bandwidth of more than 300 Mbps.

In conformity with AICTE Norms, the Institute Library has 100 sq. meter area with seating capacity of 50 students/faculty members in the reading room. The institute has subscribed Print Journals (MAT), E-books. There are 1391 Titles, 5024 Volumes available with the Institute.

Student Support and Progression

Student support and progression are of utmost importance in any educational institution, and our institution has taken significant steps to prioritize these aspects. At the core of our approach lies the belief that students are the primary stakeholders in the institution, and as such, we must implement student-centric practices to ensure their success. Students who are economically and socially challenged are provided with financial assistance by state and central government schemes based on certain criteria. The Institute has an effective system of informing students about various schemes of scholarships and freeships. The Institute has set a mechanism to address the grievance/s, if any, through appropriate committees such as the grievance committee, the anti-ragging committee, etc.

Upon admission to the college, we provide students with access to a range of facilities to support their development. We offer indoor and outdoor sports facilities, encourage participation in co-curricular activities, and provide financial assistance to deserving students through college and government-sponsored scholarship schemes. We also assist students in benefitting from these schemes by providing them with the necessary information in the prospectus, according to government norms.

We have established a career counseling and placement cell to guide our students towards better career prospects and provide job opportunities through campus interviews. Our large pool of alumni also visits the college to support our students' placement.

The Institute has a vibrant alumni cell which runs various alumni initiatives throughout the year with the intention of providing a forum for alumni to contribute to the institute by sharing their experiences. Students also benefit equally from understanding industry practices and processes.

In conclusion, our institution places a strong emphasis on student support and progression, with a range of initiatives and programs in place to ensure our students' success. We believe that our student-centric approach has contributed to increased retention rates and higher rates of student success. We will continue to prioritize our students' needs and evolve our practices to meet their evolving needs.

Governance, Leadership and Management

Management committee constitute the efficient functioning of the institute with a well-defined organizational structure and policies. All policy decisions are taken by the governing body on behalf of the management committee. The governing body formulates the plan of action of the institution in consultation with the Director. The head of the institution, IQAC, faculty members, and all other stakeholders collaborate effectively to achieve the vision and mission of the college. Through the effective leadership of the Director, deployment of strategic plan involves active participation of faculty, students and other stakeholders. Institute conducts various curricular and co-curricular activities.

As part of decentralization, representatives of faculty, administrative staff and students participate in various committees of the institution. E-governance has been implemented for the purpose of admissions, finance, accounts and examinations using ERP software.

The institute implements several welfare measures for the faculty and administrative staff for their personal and professional growth. These include Gratuity, maternity leave, study leave, provident fund and financial support for research activities. Faculties are encouraged to attend or organize workshops, conferences, skill development programs, seminars, projects, and to publish research papers.

A transparent budgeting system is followed to make efficient and effective use of available financial resources. The IQAC, being the central body within the institute, monitors and reviews the academic and administrative activities regularly. IQAC conducts regular meetings to ensure quality parameters for institutional development.

Institutional Values and Best Practices

Institute through its policies, plan and activities commits itself to an exhibition of organizational values as follows.

Gender empowerment: The institute's action plan meets gender sensitization requirements. The annual Gender Sensitization Action Plan facilitates gender equality policies and projects. Female faculty members are an integral part of the administrative and academic committees. Female students are integral parts of various student committees. Safety, security, and counseling services were given to female employees and students.

Eco-friendly initiatives, waste management, and audits: The institute has given importance to environment sustainability; waste management, energy management, rainwater harvesting, etc. Eco-friendly initiatives including Solar energy, and E-waste management are practiced. Green audits and energy audits are done routinely to ensure a sustainable environment.

Divyangjan facilities: Institute has provided disabled-friendly facilities by providing ramps/lifts for easy access to classrooms.

Institute-Industry Connect: Extensive industry connection adds input to better teaching-learning processes, creates awareness among the students about the environment of industry, provides real practical knowledge to students and gives them self-confidence. It also helps in analyzing academics from different angles, thus making the course delivery more interesting and contemporary for faculty members as well as students.

Institutional Distinctiveness: The Institute believes in having a healthy academic culture for its staff and

students alike. While adhering to open-door policy, free-minded discussions and transparent decision making. The institute promotes features like Research Impetus, Professional Growth Initiatives, and conducive work culture as its way of life, leading to its distinctiveness.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Chaudhary Atarsingh Yadav Memorial Education Trust's Siddhant Institute of Computer Application
Address	Chakan-Talegaon Road, Near Chakan Auto Hub, Sudumbare, Pune
City	Pune
State	Maharashtra
Pin	412109
Website	www.siddhantica.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	Nitin Shankarrao Shirao	02114-661936	9850005059	02114-661902	sica.naac@gmail.com
IQAC / CIQA coordinator	Sarita Bhimrao Patil	02114-661901	9860566337	02114-661902	sarita.sica91@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	Yes Minority Letter.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	

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	Chakan-Talegaon Road, Near Chakan Auto Hub, Sudumbare, Pune	Rural	18	2900

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MCA, Master Of Computer Application	24	Any Graduation	English	120	95

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				8			
Recruited	0	0	0	0	0	0	0	0	1	1	0	2
Yet to Recruit	1				3				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				5			
Recruited	0	0	0	0	0	0	0	0	1	4	0	5
Yet to Recruit	0				0				0			

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

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/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	2	5	0	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	5	4	1
	Female	0	2	2	0
	Others	0	0	0	0
ST	Male	0	1	1	1
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	36	21	10	5
	Female	12	10	4	1
	Others	0	0	0	0
General	Male	79	51	33	17
	Female	42	29	19	8
	Others	0	0	0	0
Others	Male	13	10	7	6
	Female	2	3	1	1
	Others	0	0	0	0
Total		186	132	82	40

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The interdisciplinary approach to learning is promoted by the college so as to expand the students' horizons of knowledge. This is primarily achieved by: (i) Open Courses: open courses are offered to students in each semester belonging to different areas by the Pune University (ii) Add-on Courses: Members of the faculty offer Add-on courses, several of which are of an interdisciplinary nature. Add-on Course in Soft skills and Communicative English, Professional Etiquettes and Soft Skills, and Conversational English for Career were conducted by departments. (iii) Soft skill Programmes: Several soft skill programmes to enhance capacity building of the students in domains of computing, language</p>
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	<p>proficiency, personality development, and health awareness, including yoga, are of an interdisciplinary nature. Institute is well prepared to offer interdisciplinary programmes as and when more academic flexibility is obtained by the implementation of NEP.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic bank of credits (ABC) aims to promote student-centric education and allows students to learn at their own pace. As the Institute is affiliated to the university, efforts to register for ABC are planned. However, students of the college are promoted to do online MOOC programmes/ courses under SWAYAM NPTEL, COURSERA, Udemy, Infosys Springboard etc. SPPU has provided a platform for ABC to students. Institute has aware students with the SPPU ABC platform. Students have started registration on the said platform.</p>
<p>3. Skill development:</p>	<p>Institute promotes skill development sessions and programmes as a capacity building measure. Training in various disciplines of skill development includes soft skills, life skills, ICT skills, language skills, competitive training, and entrepreneurship. These programmes have been made mandatory by the management with the vision that the entire student community should be benefited. All teaching departments have conducted these programmes. In the future, the college looks forward to implementing additional skill development programmes. University curriculum has offered 4 additional credits for skill development courses viz. human values, introduction to cyber security, information security. In addition to this, Students' skill sets are enhanced through various Soft Skills programs & Employability enhancement programs. Under the extra-curricular and co-curricular activities, a variety of initiatives are taken for skill development of students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Institute is affiliated to University, there is less scope of integrating various components to the curriculum. However, the Institute has incorporated the Indian knowledge system into the co-curricular and extra-curricular activities in the best possible manners. To develop Indian cultural values among the students and the faculty, various events are celebrated on the campus to generate the feeling of social harmony. These events make them aware of the rich heritage and the eternal Indian Knowledge</p>

	<p>System, cultural, regional, linguistic versatility of our country and teaches them to respect the same. Institute celebrates various National and International commemorative days which increases awareness in students and inspires them to excel in life. The celebrations like Marathi Rajyabhasha Din, World Environment Day, National Constitution Day, International Yoga Day, National Sports Day and International Women's Day are remarkable in this regard. Institute is planning to train faculties to provide the classroom delivery in bilingual mode.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-Based Education (OBE) is assessed at three levels namely, Course Outcome (CO), Programme Specific Outcome (PSO) and Programme Outcome (PO). OBE emphasizes a student-centric teaching learning process in which course curriculum is structured to bring out the most tangible outcome. These outcomes are mapped to show whether all the courses attain the desired goals, aims, and objectives. This mapping has been done for all students in PG programmes, and the assessment has been published on the college website. This practice will be followed for all forthcoming batches of all UG and PG programmes. The College has implemented OBE within its limited academic flexibility as a preparatory measure to implement NEP. While adhering to the curriculum given by affiliated university, the Institute is able to achieve the predined Course outcomes (COs) mentioned in the syllabus CO attainment Process: For each course, following activities are done : -Define CO along with Bloom's taxonomy level -Define target level of attainment of CO. -Set attainment level for each CO by analyzing previous data. -Assign assessment tools to each CO -Calculate CO attainment for Direct assessment. -Calculate CO attainment for Indirect assessment. -Calculate final CO attainment value. PO attainment process - This consists of 1. Direct assessment component - This component is calculated by considering 80:20 ratio of average of PO attainment of all courses and placement percentage respectively. 2. Indirect assessment component: This component is calculated based on responses to following surveys: -Students survey - Exit survey taken by the students at the end of course. -Employer's survey. - Taken by the employer to gauge industry preparedness of the student(s).</p>

	-Alumni survey.- Taken by alumni to share their feedback about the programme. To calculate the level of individual PO attainment, 70% weightage is given to direct assessment component and 30% weightage to indirect assessment component.
6. Distance education/online education:	Distance education/online education became routine modes of learning during the pandemic. Several digital platforms exist, namely Google Classroom, Zoom, Google Meet, and Webex. All academic transactions, including class, test papers, assignments, and seminar submissions, were efficiently done through these platforms. Further, several webinars, invited lectures, and competitions were also held in those days. Digital platforms are being used to share notes, study materials, and PowerPoints with students. Faculty Development Programmes, webinars, and invited talks are being conducted using these platforms. The college encourages students to take up online certificate courses offered by SWAYAM-NPTEL and MOOCs. The college is geared up to offer ODL (Open Distance Learning) programmes as and when NEP is implemented.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club (ELC) has been established in the College.
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?	ELC established to sensitise students on electoral literacy consists of a faculty coordinator and a student coordinator under the stewardship of the Principal of the college. The objectives of ELC are: (a) To train voters to be part of democratic process. (b) To make aware of electoral process. (c) To endorse voter literacy among students and eligible persons outside campus.
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	The club conducts awareness programmes to encourage students to get enrolled in voters list particularly through digital mode using Voter Helpline app of Election Commission of India. Demonstration of Electronic Voting Machine (EVM) was demonstrated to students as part off this programme. Other innovative programs include

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>commemoration of Independence Day, Constitutional Day and Ambedker Jayanthi to spread awareness among the students and faculty members to uphold constitutional principles.</p>
<p>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.</p>	<p>To increase awareness about voting, Institute organized “Chunav Pathshala”. In this program an election commission officer educated the students about the importance of voting and mock tests on ballot machines.</p>
<p>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.</p>	<p>ELCs engage (actively) in promoting awareness of ‘Right to Vote’ among students, faculty members and community at large. Organizes activities like outreach programs and in campus programs with targeted groups to create voting awareness.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
186	132	82	40	39

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 25

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	11	12	11

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
28.35	29.11	4.66	6.15	10.94

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Academic Planning and Implementation:

- University provides the timely guidelines for the effective implementation of the curriculum in the form of Academic Calendar.
- It starts with academic calendar preparation coherent with the university curriculum.
- The Head of the Department collects subject preferences from faculty and allotments based on the subject expertise of each faculty.
- Industry input from the experts is considered in designing and implementing Open Course(s).
- The class-wise timetable is prepared and disseminated.
- As an integral part of the teaching-learning methodology, each faculty prepares a course file, teaching plan, and lecture execution plan considering various aspects of course delivery pedagogy.
- Every course file includes course objectives, syllabus, teaching plan, course outcomes, program outcomes, list of textbooks and reference books, and other reference material if required.
- The Head of the Department and Program Coordinator together follow the execution of academics via Academic meetings.
- The institute has smart classrooms with ICT facilities that complement teaching-learning.
- Effective course delivery is achieved through demonstrations, video lectures, role play, and other techniques.
- In addition, the students are provided with different online facilities such as NPTEL, MOOC, Coursera, and Swayam.
- By actively involving students in the teaching-learning process, the Institute has succeeded in shifting the course delivery process from being 'teacher-centric' to being 'student-centric'.

- Extensive use of Learning Management Systems (LMSs), and other e-resources is done innovatively.
- Student feedback on the course delivery is taken regularly.
- Effective curriculum delivery is ensured through guest lectures, seminars, expert sessions, industry visits, project guidance, technical workshops, soft skills training, execution of Open Courses, etc imparted by Industry resources.
- The success of the above endeavors and additional training is evident from exemplary academic success and competent placements.

Continuous Internal Assessment

- Well-planned continuous internal assessment is properly documented and disseminated to students through the 'Internal Concurrent Evaluation' manual.
- In addition to Mid-term and Term-end assessments which are conducted within every semester various innovative assessment methods are implemented for each course.
- To gauge the understanding level of every course by the students, regular assignments and tutorials are uploaded on LMS to be duly submitted by the students.

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

1.2 Academic Flexibility

1.2.1

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

Response: 03

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

Other Upload Files	
1	View Document

1.2.2

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

Response: 46.76

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
126	98	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum” Faculty create awareness in students about various cross cutting issues through curriculum. For example:

Our Institution integrates Cross-cutting issues of the society like Moral Values, Human Values, Professional Ethics, Ethical Values, Gender Equality, Environmental Awareness, which are inseparable part of our curriculum.

1. **“Environment Study”**, to make students aware about the basic concepts of environment.
2. **“Communication skill”**, to teach the importance of Life Skills and Ethics, etc. Some cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum are as follows:

1. Gender Sensitivity:

Gender is a socially learned behaviour based on male and female social expectations. Women and children are the most vulnerable members of society under this situation. And it's the unreasonable pressure placed on boys and girls to conform to established masculinity and femininity stereotypes. Girls are subjected to unjustified social control, discrimination, and dominance. Emotional, kind, and scared boys are discouraged. Gender Sensitization provides a clear and exact vision of gender, assisting in the understanding that GENDER is not about Women', but rather 'People'.

Gender sensitization is a need that has been felt and recognised by everyone at Siddhant Institute of Computer Application and actively promoted through several committees and cells. We aim at delivering Gender sensitization to the community as part of the grass-roots gender intervention.

Girls and boys room is available in the institute.

Women’s grievances cell, Anti ragging Committee & Squad nominated and headed by the Head of the Institution.

The Institute also celebrates International Women’s Day on 8th March by felicitation of all the women teaching and non-teaching staff & students members.

2. Environment and Sustainability:

Encouraging students to participate in national and international conferences, workshops, intercollegiate competitions for boosting self confidence in students.

Awareness about the environment is created among the students through various programs like tree plantation, Swachh Bharat Abhiyan, Environment Day, Earth Day and Water Day etc are annually celebrated.

More than 300 Trees are planted in the Campus. Utilization of used papers for various administrative works.

The Institute has well equipped computer lab which are used for Conduction of online exams due to which paperwork is reduced

SICA's strong community oriented work culture is based on the Sigma-Six Q sustainable way of life, that involves integration of water quality, air quality, education and healthcare, innovation and human values.

SICA has pioneered vocational and skill development education by introducing PG programmes in Water, Sanitation and Waste Management, Renewable Energy, and Environmental and Green Technology.

SICA accords great importance to research in interdisciplinary areas focused on renewable energy, environmental pollution, education and healthcare.

3. Human Values and Professional Ethics:

Institute has various committees like the Woman's grievance committee, Anti-Ragging committee for human rights. Institute also arranges special lectures, seminars, like the Nirbhaya woman safety program, to create awareness on these issues.

To develop human values & social roles in student college organized Blood donation camp, Hemoglobin check up camp, Dental check up camp, Eye Check up.

Celebrating Shiv-jayanti, Ganeshostav, Garba-Dandiya

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

1.3.2

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

Response: 100

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

Response: 186

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 75.83

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
120	60	60	15	18

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
120	60	60	60	60

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 100

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
33	23	19	6	9

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
33	23	19	6	9

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 15.5

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:

The institution offers a supportive environment for learning through the provision of modern ICT-equipped facilities. These include state-of-the-art classrooms and computer labs equipped with projectors, computers, web-cameras, whiteboards, and internet access. These resources enhance the delivery of courses, elevate learning outcomes, and foster increased student engagement.

ICT tools

- **Zoom and Webex:** Used for conducting online lectures, practical sessions, project meetings, webinars and guest lectures.
- **LMS (Learning Management System):** Used to manage and post learning material (video lectures, reference books, ppts and notes), conducting evaluations, quizzes, polls and surveys and for uploading lab submissions and assignments by the students.
- **Online tools - Whiteboard** during online lectures (when required).

Experiential Learning

The institution employs experiential learning methods to enrich students' creativity and cognitive abilities, encompassing the following practices:

- **Laboratory Practical Sessions-** Students gain practical, hands-on experience with various technologies by utilizing a range of integrated development environments (IDEs), tools, and online platforms.
- **Mini Project Work-** Project work under the guidance of industry experts enables students to develop projects using the latest technologies.
- **Tools and Online Platforms-** Students are encouraged to explore versatile tools and online platforms such as Selenium, COLAB, Github and IDEs to make them aware of industry work environments.
- **Add-on Courses-** Students get hands-on experience by solving various assignments during completion of courses on various platforms like Coursera, Udemy, NPTEL, Infosys Springboard.
- **Training Programs-** Students acquire technical and non-technical skills to enhance their learning.
- **Industry Expert Talks-** Delivered at digitally equipped auditorium, such talks provide inspiration and first-hand industry knowledge to students.
- **Open Courses-** Students are made industry ready by teaching them latest technologies through open courses.
- **Poster Presentation-** Theme based poster making and presentation activity which gives in detail knowledge about various management concepts and practices.

Participative Learning

The classroom environment is kept open to encourage learners to feel free to share their ideas, experiences for healthy discussions. This is ensured through the following practices:

- **Flipped Classroom** - Contributes to independent learning skills.
- **Tutorials** - Develop critical thinking of students.
- **Case Studies** - Solving real-life problems as a team.

- **Event Participation** - Students enhance their technical, management, and leadership skills by participating in Intercollegiate Competitions, Management Competitions, and Quiz Competitions.

Problem-Solving Methodologies

Students acquire and develop problem-solving skills through.

- **Mini Project** developed every semester.
- **Course Tutorials** based on complex problems on course content.
- **Presentations** on course topics

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 98.33

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

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

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 0

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
0	0	0	0	0

File Description

Document

Institution data in the prescribed format

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Response:

The examination department efficiently arranges internal assessments in accordance with the academic calendar, whose schedule is quickly conveyed to the students and sent to necessary stakeholders. In order to facilitate a smooth exam, any changes to the timetable are immediately communicated to the students.

The Institute administers conduct internal exams at the Midterm Assessment and Endterm Assessment to determine how well the students have conceptually understood the course material. Evaluations of projects and practical applications are also carried out in addition to these. These tests are given at regular intervals, and the schedule and seating arrangement are made published well in advance.

Ongoing evaluation involves a variety of methods, such as Multiple Choice Questions, Case Studies, Presentations, Tutorials, Problem-based Assignments, and Theory-based Assignments. Course faculty regularly communicates these assessment methods to students to keep them informed.

Every faculty member ensures that the question paper is set as per weightage given in the syllabus and mapped to the respective course outcomes using Bloom's Taxonomy level. It is then shared with course group faculties for verification and finally mailed to the examination department.

The course faculty assesses answer sheets while adhering to the prescribed marking scheme for each question. Evaluated answer sheets are then provided to students to address any doubts or concerns they may have. The final grades are subsequently posted on the notice board for public view.

Apart from Internal Evaluation, the Examination Department also conducts External Examinations

according to the timetable issued by the affiliated university. The university's schedule is consistently shared with students, and any revisions to the schedule are promptly communicated as well.

During the examination, stringent measures are taken by the examination cell to address any instances of academic misconduct by students. Clear instructions pertaining to the examination are provided to students, with an emphasis on the importance of punctuality and maintaining discipline within the examination halls. The use of mobile phones is strictly prohibited, and students are required to carry their Hall Tickets and Identity cards as a mandatory requirement.

In this manner, the Examination Department ensures full transparency in the administration of all types of examinations.

Grievances Redressal System:

The Institute strictly follows the guidelines and rules issued by the affiliating university while conducting internal and external examinations. As the institution has a well-defined system in place to deal with examination related grievances, any student can approach the faculty, College Examination Officer (CEO) and/or Director of the Institute to redress the examination related grievance(s) if any.

If students have a grievance, they can formalize it in writing and send it via email to exam.sica@siddhantica.in. The College Examination Officers will then promptly and efficiently address the students' concerns.

In online external examinations, the Institute's Examination Cell followed a policy that permitted students to submit any examination-related grievances through their SPPU Student Login within a 48-hour window after the incident occurred.

Students have the option to request verification, photocopying, or reevaluation of their answer sheets. Subsequently, the university will carry out the necessary procedures, including verifying (retotaling), providing photocopies, or reevaluating the answer sheets, based on the specific case.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Response:

The institute practices a student-centric approach known as Outcome-Based Education (OBE) to facilitate the effective implementation of the teaching-learning process, ensuring the delivery of high-quality education to students from diverse backgrounds. The affiliating university, Savitribai Phule Pune University (SPPU), defines the Program Outcomes (PO) and Course Outcomes (CO) as part of this educational framework.

COs and POs Dissemination Process-

The institute is committed to promoting understanding of Course Outcomes (COs) and Program Outcomes (POs) among learners, faculty members, and other stakeholders. This serves to establish clear expectations, foster connections across various course components, and provide insights into what each stakeholder can gain from the course and program. At the outset of each academic year, the institute conducts an Induction program, during which the Program Coordinator conducts orientation sessions to explain the overall program structure and program outcomes. Similarly, course faculty members elucidate the COs relevant to their courses in Course overview sessions. Throughout the semester, Course Outcomes are periodically discussed in the classroom to ensure students are well-informed.

Furthermore, the COs and POs are communicated to stakeholders by prominently displaying them at the following locations or in the following ways:

- The college website <https://www.siddhantica.in>
- LMS (Learning Management System).
- Course Files

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

CO attainment Process:

1. For each course, following activities are done :
2. Define Course Outcome (CO) along with its corresponding Bloom's Taxonomy level.
3. Define the desired level of achievement for a Course Outcome (CO).
4. Establish the achievement benchmark for each Course Outcome (CO) based on an analysis of

past data.

5. Allocate assessment instruments to each Course Outcome (CO).
6. Calculate CO attainment for Direct assessment.
7. Calculate CO attainment for Indirect assessment.
8. Calculate final CO attainment value.

CO assessment tools:

Course Outcome (CO) assessment tools are classified into two categories: Direct and Indirect Assessments.

Direct Assessment-

Marks obtained through various forms of Direct Assessment modes are taken into account when calculating Course Outcome (CO) attainment.

Direct Assessment modes consist of:-

- **Internal assessments** - These cover
 - Methods of continuous assessment encompass activities like problem/practical-based assessments, tutorial-based assessments, role plays, review writing, case studies, presentations, assignments, group discussions, mini projects, and more.
 - Mid-term and End Term examinations.
- **External assessment** - University examination conducted at the end of each semester.

Indirect Assessment –

- Students conduct self-assessment through end-of-course surveys.
- Ultimately, the direct assessment component and indirect assessment component ratio, determined by the course's credit allocation, is computed and employed to ascertain Course Outcome (CO) attainment for each course.

PO attainment process - This consists of

1. **Direct assessment component** - This component is calculated by considering the ratio of average of PO attainment of all courses and placement percentage respectively.
2. **Indirect assessment component** - This component is calculated based on responses to following surveys :
 - Students survey - Exit survey taken by the students at the end of course.
 - Employer's survey. - Taken by the employer to gauge industry preparedness of the student(s).
 - Alumni survey.- Taken by alumni to share their feedback about the programme.

To determine the level of individual Program Outcome (PO) attainment, a 80% weightage is assigned to the Direct assessment component, and a 20% weightage is allocated to the Indirect assessment component.

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

2.6.3

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

Response: 92.59

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
56	63	12	16	3

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
60	69	12	16	5

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.68

File Description

Document

Upload database of all students on roll as per data template

[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

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:

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

The institution has created an ecosystem for innovation including incubation center and other initiatives for creation and transfer of knowledge. The faculty members are encourage and empowered to engage in research activities utilizing the accessible facilities. The college has a Research and Development Cell to supervise and deal with the issues of research by a senior professor director of SICA Mr.Nitin Shrirao and Dr.Bijendra Gupta and all faculties.

Functions of the Committee:

- Creating research ethnicity amongst faculty members and students.
- Inspiring to undertake minor and major research projects from various funding agencies.
- Recognition and supporting for funding from Management as well as funding agencies like UGC,

Savitribai Phule Pune University, Corporate and etc.

- Guidance for publication of research papers/articles in reputed journals.

Recommendations:

- Recommend the faculties to raise their number of research publications.
- Recommend to undertake minor and major research projects from different funding agencies.
- Recommend finances for research from various funding agencies.
- Recommend to organize more number of seminars, conferences, symposium and workshops.

Impact of Recommendations:

- As a result of recommendations from R&D Cell and Management, the number of projects suited up.
- Faculty members are inspired and start to write research papers.
- Students came up with minor and major projects.
- Faculty members and students took initiation to enroll themselves in more number of professional societies.

Entrepreneurship Cell

This cell is headed by Training and Placement Officer of Siddhant Institute of Computer Application. It helps student community to conduct market research software projects work and survey for identifying entrepreneurial opportunities (particularly in IT and Service and production sector).

Functions:

- We request and invite eminent personalities from small and large industries and organize seminars and workshops with them.
- We visit nearby villages and promote entrepreneurial education to the interested students.

Moto of the Department:

To generate employment and self-employment opportunities to unemployed youth, increase individual savings which indeed will raise the per capita income, standard of living and thus revenue to the government.

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

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 13

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	2	1	2

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.28

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
6	1	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	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.16

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
4	0	0	0	0

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

3.4 Extension Activities

3.4.1

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

Response:

To impart and sensitize students to social issues and holistic development and to move social responsibility from academic foundation to realistic output. This committee acts as an exclusive and sturdy mentoring practice through which various social activities are conducted:

The above activities compose the students aware of the social responsibility; social environment etc., which in students revolves and transforms them into responsible citizens with moral values.

The impact of various extension activities is as below.

1. Awareness about social issues and developing a sense of social responsibility: Students realize their responsibility towards the society and how to contribute to its well being leading to a conducive atmosphere for one and all. This creates a sense of harmony amongst the student community on the campus.

2. Participation in nation building: Sentiment of loyalty towards the nation and feeling of oneness with other citizens inculcates love towards the country and inspires young minds to contribute towards its progress. It also helps in increasing camaraderie within students from different walks of life.

3. Enhanced leadership qualities: Working in different teams while tackling different problems hones team spirit and leadership qualities in students. It teaches them how to be cognizant of others problems and find holistic solution

4. Understanding moral, ethical, social and human values: A fine blend of all these is needed while living in a society. Students with enhanced awareness of the same bring value and quality to society, industry and the nation. They learn to respect unity in diversity and complement each other's uniqueness without considering cultural, economic and other biases.

Students actively participate in below mentioned extension activities while balancing their academics and other commitments towards the Institute.

Blood Donation Camps - Arranged regularly in collaboration with Blood Bank, Pune.

Digital Wellness - Holistic attitude towards gadgets and ways to prevent addiction of mobile phones and social media.

FIT India Movement - Sports Day celebration

World Environment Day - Awareness about the importance of the environment and its conservation.

Swachh Bharat Abhiyan - Neighborhood temple cleanliness initiative during Gandhi Jayanti undertaken by the students of the Institute.

Tree Plantation - Plantation of native tree species for biodiversity conservation, prevention of soil

erosion.

Covid-19 Awareness programme - Online initiative taken by students and faculty members for awareness about preventive intervention and techniques to help in reducing the transmission of the disease during COVID-19 pandemic.

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

3.4.2

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

Response:

To excel professionally by accepting new challenges and delivering good work has always been the aim of the Institute. To fulfill this, all faculty members and students are regularly encouraged and motivated by the Institute leadership. The atmosphere within the Institute is extremely supportive of professional developments and competitive towards achieving bigger goals. A team of highly energized faculty members armed with subject matter expertise contribute towards personal development as well as cumulative development of the team there by amounting to the growth of the Institute.

Similar opportunities are made available to the students so that they can rise up to various challenges and prove themselves during their academic journey. Such awards and accomplishments bring out the best in students and shape future leaders.

The Institute makes sure to encourage its faculty members and students to participate in various events and competitions and try to succeed in them. Every help such as reimbursing participation fees, granting leaves for event participation is extended to the participating individuals. Such encouragement helps in keeping the atmosphere of the campus highly enthusiastic and motivated and adds zest to otherwise mundane academic activities of college life.

As a proof of its dedication and excellence in the field of academics, the Institute was awarded with following awards recently,

Best Teacher Award – Mr. Nitin Shirao received Best Teacher Award from LIONS CLUB OF POONA. Apart from this he has received many more awards. Despite not being awarded, given below are some remarkable activities by the Institute which are in line with the Institute’s aim to deliver its best towards academics and society.

Blood Donation camps - Conducted in collaboration with Blood Bank, Pune.

Education Expo PCMC-22- Active and invaluable participation in SAKAL Vidya Education in 2022.

State level Conference- Actively participant two days state level conference on “Sales & Marketing in the Era of Digital Marketing” organized by Siddhant College of Management Studies.

Sarvapalli Radhakrishnan Shikshan Ratna Award 2023- Shri Siddhant sir Awarded annually by Green World, Pune for outstanding achievements in the field of education. Sarvapalli Radhakrishnan Shikshan Ratna Award 2023.

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

3.4.3

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

Response: 11

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
3	3	1	2	2

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

3.5 Collaboration

3.5.1

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

Response: 16

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The entire campus of the institute creates a serene environment that enhances the spirit of learning and inspires students to adapt their learning efforts in the right direction. The campus is eco-friendly and takes pride in its green campus initiatives.

The Institute is active in providing facilities for students to participate in cultural activities, sports, and games in various ways. All the cultural, sports, and co-curricular activities of the Institute are looked after by the Cultural Committee supported by members of the Institute and a full-time Sports Officer.

Classrooms: There are 4 Classrooms and 1 tutorial room with a seating capacity ranging from 30 to 60 Students Whiteboards can be utilized for marker writing. There are spacious classrooms equipped with LCD projectors for conducting theory classes.

Seminar Hall: The institute has a seminar hall available to students for various programs. The seminar hall is regularly used for organizing national/international seminars in the institute.

Tutorial rooms: The institute campus has Separate tutorial rooms for tutorial lectures, doubt clarification, and special remedial classes for weak and needy students.

Laboratories: All the laboratories are well equipped with the latest equipment and facilities as per the norms of AICTE. These laboratories are used to conduct practical classes as per the syllabus requirements. The lab has sufficient licensed software and open-source tools to meet curriculum & industry-enabled teaching and learning needs.

Wi-Fi: The entire campus is Wi-Fi enabled with 24/7 internet facilities for students and staff with available bandwidth of 300 Mbps. Internet facility is available in the entire campus including laboratories, classrooms, library, offices of all Departments, and hostels.

Library and Reading Room: As per the AICTE Norms, Institute Library has 100sq. meter area with a seating capacity of 50 Students/ Faculty members in the reading room. A separate provision of a reading room is not necessary. However, recognizing the importance of the reading room, the institute has developed a separate and sufficiently spacious reading room with good seating arrangements.

Excellent Resources are available for self-learning processes for the library

- Access to library and books from book bank - The library has a collection of 5024 book titles (1391 volumes) covering all major fields of Computer Application.
- Membership of the National Digital Library
- Local chapters of NPTEL, Infosys Springboard, and Coursera (access to free certifications)
- Additional e-resources (<https://openlibrary.org/>). Access to lots of books you need, for free. Read Library books online. You may browse by title author, etc. Currently, Multiple books are available for free and every minute, lots of new books are added to the database. All Previews are free.

Gymnasium: The Institute has a well-equipped gymnasium for boys & girls with all equipment.

Games: A spacious playground is available for outdoor games like Cricket, Football, Volleyball, Basketball, Badminton, etc., and Indoor Games Facilities are provided to students or Institute campuses for indoor games like Badminton, Chess, Carrom, etc.

Seminar Hall: A well-furnished and Equipped, Seminar Hall with audio, and video facilities (LCD Projector), and access to the internet with an approximate 200 seating capacity are available in the Department. The Seminar Hall facilitates conducting international and national conferences, seminars, workshops, faculty development programs, and cultural and other events.

Cultural Activities: Every year Institutes organize an Annual cultural Function called “Agaman”, where students participate in many cultural activities.

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

4.1.2

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

Response: 10.73

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
5.45	0.77	1.65	0.13	0.50

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

As per the AICTE Norms, the Institute Library has an area of 200 sq. meters, and the reading room has a seating capacity of 100 students/faculty members. As per AICTE Norms, The Institution's library has adequate books, Print Journals, e-journals, e-books, newspapers, multimedia PCs for the digital library, and membership of the National digital library which forms the backbone of any educational institute.

The Institute's library and information resource centre is a hybrid library with effective provision of online and offline information resources. It provides a conducive environment for students, professors, and researchers to study and browse books and related materials.

Library Services

- Online Public Access Catalog (OPAC)
- Print Journal & Daily News Papers
- Digital Library
- Reading Room Facility

- References / Referral Services

E-Journal:

E-journal articles are a specialized form of electronic document: they have the purpose of providing material for academic research and study, and they are formatted approximately like journal articles in traditional printed journals.

Daily use of the library:

- At our Institute level, Students and Faculties regularly visit the library for various reasons.
- Its record is maintained in the library as well as in the reading hall. Students in the reading hall frequently use it during Institute hours.
- Books, Journals, and papers are also available for students and faculty. Books will be issued during the library hours.
- Activities like dialogue on Books, user Orientation, database awareness program, literature review of theses and dissertations, document reservation, document recommendation, and library networking services.
- National and International Journals are available for reference.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

IT infrastructure refers to the complex hardware, software, network resources, and services required for the existence, operation, and management of an enterprise IT environment. The Institute has an IT cell to

take care of hardware and internet connectivity and a lab assistant for Software installation, and maintenance.

Its facilities are made available in the institute by providing Up-to-date computers and high-speed internet accessibility. Frequent upgradation of IT facilities such as computers, laptops, projectors, etc is done as and when required.

Computer laboratories and facilities

- IT facilities have been updated regularly. Also, new IT equipment has been purchased as per the requirements.
- In session 2018-19 and 2019-20, Students admission less so not purchased and upgraded computer labs.
- In session 2020-21, Covid-19 Lockdown so not purchased and upgraded computer labs.
- In session 2021-22, 40 HP desktop (with i5, 8GB RAM, 1 TB HDD) was purchased to upgrade the computer lab. This lab is used for Mobile Application Development Lab/Project Work.
- In session 2022-23, 20 HP desktops with 4 GB RAM, one Laser printer, and projectors were purchased to upgrade our existing lab.
- Overall, in every year, our computer laboratories were upgraded or new laboratories set up for new requirements.
- Complete campus is under CCTV surveillance for maintaining security and safety.
- Quick Heal antivirus software is installed for the safety of data and digital security.

LAN facility: The Institution has a structured LAN facility on its campus, the entire network is in a 3-tier architecture which includes core, distribution, and access. All end users/workstations are connected via 100/1000 base ports. As mentioned above all LAN-attached users are connected to the access switch based on their respective VLAN and security policies.

Internet Facility: 24*7 Internet facility is provided throughout campus through Wi-Fi devices. 100 MBPS Leased Line and 300 MBPS fibre optic internet connections are available.

Wi-Fi facility

- The institute campus is fully Wi-Fi enabled with high-speed internet connectivity.
- The Wi-Fi controller has its default gateway as the core switch IP and terminates on the core switch interface.

Other details:

- Proxy service for wired and Wi-Fi connectivity.
- UPS Backup.
- Generator backup.
- Institution Website.
- Layer three manageable switches.
- Fiber Optical connections between the main building and the central IT department.

Since 2016, we have been using 100 Mbps Internet speed in our campus. And since 2021, we have been using 300 Mbps Internet speed in Campus.

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

4.3.2

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

Response: 1.24

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

Response: 150

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 71.71

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
24.86	7.66	13.14	3.75	7.39

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 60.33

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
102	62	52	40	33

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 44.89

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
92	48	47	18	10

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 4.79

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
07	0	0	0	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
56	59	12	16	3

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

5.2.2

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

Response: 0

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
0	0	0	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 7.4

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
11	10	7	2	7

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

Major contributions and activities

Siddhant Institute of Computer Application constitute Students Alumni Association, is a body of ex-students of the college. This Association will be acting as a link between the industries / organizations they are working with and the Institution. Moreover they will also work to strengthen the network of alumni of this institution who are serving in different parts of the world. They will be visiting colleges for guiding existing students about the recent trends in industries, skill enhancement and for sharing their experiences. They will work for the better of their alma mater and its stakeholders.

The aim of the Alumni Association is to provide a forum for former students to make invaluable contributions.

- To build and maintain positive relationship between the Institute and Alumni by serving the needs and interests of Alumni and encourage Alumni to play an active role in the future pursuits of the Institute.
- To keep track of the achievements of its Alumni, one of the faculty members who is also our Alumni is appointed as the President of Alumni association.
- The Institute has decided to give an award to its alumni, who have shown a high level of achievement in their respective field. All the outgoing students are the members of the Alumni Association.
- The alumni members are helping in the student’s recruitment process.
- The institute has its own Alumni Association which look after all the activities related to the Alumni of Institute. Even the records are maintained by this committee. Following committee members are deputed for alumni.

Sr	Name	Address	Designation
1	Dnyaneshwar Sheshrao Jadhav	A/P. Ambegaon Tq. Gangapur Ch. Sambhajinager	President
2	Reshma Prabhakar Mavkar	Dighi Pune	Vice President
3	Siddheshwar Baliram Khanse	Ambad Ch. Sambhajinager	Secretary
4	Dinkar Madhukar Nichal	Ghansavngi, Ambad, Ch. Sambhajinager	Treasurer
5	Vaibhav Machhindra Barne	Wakad Pune	Member
6	Pratik Balasaheb Gaikwad	Wakad Pune	Member

The institution is in process of registration of Alumni Association. The first alumni meet was organized and body members of the association has been finalized and application is submitted to Charity

commissioner for registration.

Inspite of the above, An alumnus contributes to the development of the college in the following ways:

- Provide feedback on infrastructure development and other academic related matters of the college.
- Alumni members residing in various parts of India and abroad share their experiences with staff and students whenever they visit the institution.
- An alumina supports placement activities of the students.

Network with the Alumni:

- The members of college administration and the senior faculty of all the departments participate in the annual alumni meetings on invitation and support for the development of the institution.
- The departments seek the opinion / suggestions of alumni on various developmental activities by sending mails to them and requesting them to fill the Performa supplied in this regard.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Siddhant Institute of Computer Application (SICA for MCA course) – was established in the year 2005, the Institute is approved by the AICTE, recognized by the Government of Maharashtra, and is affiliated with Savitribai Phule Pune University. It is a premier Computer College known for its academic excellence and value-based education. It provides technical education to both fresh graduates and those who want to enhance their technical and management skills.

Vision:

“Building an institution with learning environment filled with world-class infrastructure and the best academicians as the gurus; which will foster our aim of creative are not just good professionals but also the best human beings who will strive for making INDIA A SUPER POWER and thus a better society to live on this earth.”

Mission:

“Strive continuously to create the best of the facilities and infrastructure that an educational institution can offer and ensure the BEST ACADEMIC RECOURSE. Student’s fraternity always wants to be a part of it.”

Governance and leadership:

At the top of the governance hierarchy is the Governing Council (GC). It is composed of eminent individuals from reputed organizations, industries and institutes. Since inception, their guidance has steered the institute keeping it on a progressive path in realizing its vision. The council’s contribution is irreplaceable in providing new dimensions to the Institute resulting in its growth and development. In addition, the council guides in implementation of new policies and provides resources for the benefit of all the stakeholders along with approval and provision of annual budget, expenditure and financials of the institute.

Further, the Director of the Institute spearheads the ongoing growth of the Institute with efficient support of various committees. A proper hierarchy designed by the Director is in place to achieve decentralization of governance and administration. This is implemented as detailed below:

Internal Quality Assurance Cell (IQAC): The scope of this cell is all encompassing. It makes sure that quality is maintained, delivered and improved in all academic and non-academic areas.

Program Coordination Committee: This is responsible for formulating, executing and monitoring all academic activities of the institute in adherence to the academic guidelines. This leads to an intellectually stimulating environment within the campus for students and faculty members alike.

Head of various departments/cells: They lead, guide and shape the respective department/cell by adhering to the guidelines suggested by IQAC and Program Coordination Committee for better student engagement.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

After discussions with various stakeholders, the Governing Body finalizes the institute's Strategic/perspective/development plan which sets the academic aim and objectives of the institute. It also identifies financial requirements, infrastructural needs and staffing strategies of the institute. It chalks out a roadmap in order to achieve the goals of the institute. Governing body ensures that the institute follows Service rules, Recruitment policies, Promotional policies and Grievance Redressal Mechanism according to the norms of the university and technical education regulatory authority.

In line with the Perspective/development plan of the institution, the Institute has constituted various academic and administrative bodies which undertake various functions. These bodies are :

1. **Internal Quality Assurance Cell (IQAC)**
2. **Grievance redressal committee for staff**
3. **Grievance redressal committee for students**
4. **Women Grievance Cell**
5. **Internal complaint committee**
6. **Anti ragging committee**
7. **SC ST committee**
8. **Library Committee**
9. **Academic Monitoring**
10. **Training & Placement Committee (Industry Institution Cell)**
11. **Events & Sports Coordination Committee**
12. **Software Development/ Research & Development**

13. Website Updation/ Cyber Awareness Cell

14. Academic Monitoring Cell

15. Research Journal

16. Examination committee

17. Student Welfare/ Professional Membership

The Institute's organizational structure has the Governing Body as an apex body in which the Director is the Member secretary. Academics, IQAC & Administrative wings function under the Director and concerned authorities report to the Director. Curricular, co-curricular and extracurricular sections represent the Academics wing. All curricular issues are taken care of by the Head of the Department, Faculty, Non- Teaching staff. Examination cell conducts all examinations and looks after all exam-related issues. Co- curricular activities are looked after by the Library, Training & Placement, Industry Institute interaction cell. Extracurricular programmes are organized by the Events & Sports Committee. Sports are conducted by the Sports Cell.

Administration of the Institute is the responsibility of the Registrar. The Registrar takes care of Establishment, Accounts, Students Section, Scholarship/Freeships Facilitation, Repairs & Maintenance, Security and House-Keeping for smooth day to day functioning of the Institute and its processes.

Siddhant Institute of Computer Application prepares following three perspective plans for its multi-dimensional growth.

- 1. Academic Excellence:** SICA is known for its Academic discipline. SICA plans to achieve Academic Autonomy in order to cater the needs of Industry and Society at large by creation of flexibility in curriculum. SICA focuses on empowering experienced faculty in achieving academic excellence by means of practical oriented and project based learning.
- 2. Research and Innovation:** SICA working towards attaining research center. Meet industry expectations, collaborative research to be enhanced which will result into Centre of Excellence in departments. SICA wishes to establish PhD research center, wherein Industry based research projects are undertaken with involvement of PhD and PG students.
- 3. Professional Competence:** Professional competency being the requirement of industry. SICA plans to create an environment that encourages professional and personal growth and disseminate knowledge to coming generation of students. Improve requisite skills and knowledge in the technical and managerial front, SICA has initiated training students from First year level. SICA has signed MoU with professional organizations for providing add-on training to the students to build up required skill sets. To impart professional competency among faculty and students SICA has membership of various professional bodies. Professional competency of students is developed through various student development and welfare activities at department and institute level. Active participation of Alumni has begun in form of sharing their professional experience with students.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare Measures:

The Institute puts forth all endeavors to support the welfare of its teaching and administrative staff as it impacts the work culture of the Institute. Welfare measures undertaken by the Institute are:

1. Financial Assistance to staff to attend Conferences / Seminars / Workshops was raised in the GB meeting. This was resolved by instructing to make the policy and put it for approval.
2. Medical facility for students and staff members was raised. This was resolved by signing an MOU with the nearby Hospital for regular visits of doctors to SICA.
3. Medical Insurance for Staff Members. As recommended by LMC, this should be reviewed and shall be considered for approval further.
4. Faculty requirement based on Students Teacher Ratio and AICTE guidelines for the year 2023–2024 was discussed and approved for further action.

List of welfare measures:

Sr. No.	Title
1	Maternity Leave
2	Higher Education Support
3	Provident fund
4	Fees Concession
5	Study Leave with pay
6	Medical Checkup Camp
7	Canteen Facility
8	Staff Quarters Facility
9	Leaves as per UGC norms
10	Medical fund
11	On duty death claim

Institute provides registration fee, dearness allowance, and travel grants for teaching and non-teaching staff for attending various conferences, workshops and skill development courses across the world.

Financial support is provided to the faculty members to present/publish Research papers & Books.

Provision of Earned Leave encashment for Non-Teaching staff is offered by the Institute.

Recreation facilities such as Carom, Table tennis , Exercise unit and Yoga facility are available for staff members.

Employee Safety is taken care of by the Institute. Regular energy audit, structural audit are done. Fire safety mechanism is in place on the campus.

Faculty members are encouraged to interact with the outside world and peer institutes through participation and delivery of guest lectures, workshops, training and expert addresses in conferences

In order to keep the team highly motivated and focused team building activities are regularly conducted.

Performance Appraisal system:

Performance of the teaching faculty is evaluated on the basis of -

- **Academic performance of the faculty**
- **Administrative responsibilities**
- **Research and Publication**
- **And other factors**

Performance of administrative staff is evaluated on the basis of -

- **Executing assigned administrative tasks/duties**
- **Higher studies**
- **Certification programs completed by the staff member**
- **Training programs and workshops attended**
- **And other factors**

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

6.3.2

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

Response: 23.73

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
5	3	1	3	2

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

6.3.3

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

Response: 75.9

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
16	6	16	16	9

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
6	6	7	5	0

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institute is a self-financed, so the major source of fund is from students as a Tuition Fee and other charges. Other source is Donation received from respective heads and University grants. The Income and Expenditure is certified by the Chartered Accountant regularly. Whatever deficit encountered in finance. The management is in a position to meet the deficit, if any.

- The Institute prepares the yearly budget covering receipts and various expenditure.
- All Departments prepare the budget for development of laboratories, Students Activities, minor purchases for their departments.
- The Institute maintains bills and records regarding the fees collection from students and accounts is maintained which is audited by CA.
- The money allocated as per budget sanction by Management and the review of the same is done periodically.

Mobilization and optimal utilization of resources and funds

The Institute ensures adequate funds for development and maintenance through various sources of funds as follows:

- Fees from students of MCA candidates. The number of scholarships (as per GOI norms) for reservation category students are received to the Institute from Samaj Kalyan and the Directorate of Technical Education (DTE).
- Institute faculty gets funds from national agencies such as AICTE for programs such as FDP,

Conferences, SPDP center, Travel grants student competition, Refresher Programs, etc

- The Institute plans utilization of financial resources through operational and capital budget exercises.

Funds are utilized in the following areas:

- Salary of teaching and non-teaching staff
- Laboratory equipment, consumables, Software.
- Computers, Furniture
- Library books, E-journals, subscriptions, periodicals and news papers
- Repair and maintenance
- Honorarium
- Miscellaneous expenses.

The Central Purchase Department (CPD) of the Institute follows the regular process; calls quotations from vendors, compares the specifications and pricing, best suited quotation is finalized in discussion with the Director.

The institute has External Audit mechanism. External Audit / Statutory Audit are done by **M/S GOLWALKAR & HASABNIS**, Chartered Accountants, Pune every year. They submit Audit Report and Audited Financial Statements to the college authorities. Necessary compliance is done by the college management. The procedure of External audit is given below:-

Financial audit

- Management is involved in designing the Institute's systematic approach to evaluate and enhance the effectiveness of financial processes and also develop specific risk management policies. In addition, management ensures that all policies are implemented effectively.
- Institute carries out financial audits every year. The audit is done by statutory auditors for the given financial year. They provide their experienced opinion on the truthfulness of the Institution's financial statements. They observe accounting heads like Fees collected from students, various expenses made, Provident Fund, Profession Tax, TDS, Assets and Liabilities
- During the course of audit, all required steps are taken to regularize the accounts, to obtain confirmations for the credit balances and to collect documentary evidence wherever required and look into reconciliation of unit wise balances with the control accounts and banks reconciliations. A thorough check and verification of all vouchers of the transactions is carried out in each financial year.
- At the end of the audit, a report is prepared by the auditor and submitted to the Institute. The observations given by the auditors are duly complied with by the Institute.
- Based on the consolidated reports, our Institution submits the annual returns every year to Income tax authorities and the other relevant authorities concerned.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

IQAC continuously improves the teaching learning process by providing quality education to students and achieving its overall mission and goals. It collects data from various sources, such as student feedback, assessment results and other relevant data to analyze the teaching learning process and learning outcomes.

Strategies are developed to achieve the structures & methodologies of operations, which may involve changes in teaching methodologies, faculty development, improving infrastructure and enhancing student support services.

Finally IQAC reports the progress made in achieving the objectives set and the improvements made in various activities to the management, faculty members, students, and other stakeholders and records the incremental improvement in various activities.

IQAC typically follows a structured process for reviewing the teaching learning process

The IQAC has taken the initiatives for quality improvement as mentioned below:

- Achieving Accreditation and Ranking
- Implementing effective Outcome Based Education (OBE)
- Fostering research
- IPR and startups
- Elevating Industry Institute Interaction (III)
- Executing regular and robust feedback System
- overall development of students- participation in various inter- collegiate, state and national level events, Supporting activities based on social relevant issues, environment awareness and current economic issues to go beyond curriculum of studies.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Institute is always at the forefront of treating all genders equally to ensure a holistic environment of gender equity on campus. The institute has a culture of providing equal opportunity to all cadres and genders and takes deliberate efforts on sensitizing all the students, faculty and all other employees about the gender equity for developing a peaceful, prosperous and sustainable society. It is reflected during academic, administration and other curricular and co-curricular activities.

Institute takes efforts to promote gender equity by integrating women as an essential part of the workplace. Sexual harassment of employees or students is strictly prohibited at the Institute. Average last five years male to female gender ratio was 70:30 for students and 50:50 for faculty members. In the institute, many key positions are held by female employees like Heads of Departments and Deans. Institute promotes female faculty for the research work.

The Internal Quality Assurance Cell formulates the annual gender sensitization action plan to implement gender-equity by conducting activities/ programmes like motivational sessions and training on women empowerment, criminal attack on women, medical checkup and self defense training.

The institute organizes annual sports events and cultural events where students of both genders equally exhibit their talents.

The Institute encourages equal opportunity for career progression to ensure gender equity amongst students by the Institute.

Gender Sensitization and awareness:

The institute also emphasizes sensitization and awareness; various sessions were conducted to educate the students about gender equity, women's empowerment, social, psychological, legal, economical, protection, safety, security, etc.

Women's Grievance Redressal Committee (WGRC):

The Women's Grievance Redressal Committee of the institute is constituted as per the norms. The contact details of WGRC members are displayed and shared with students for any emergencies and complaints, creating awareness amongst them, resulting in not a single case of gender disparity, or sexual harassment has been reported.

Facilities provided to maintain gender equity:

- 1.Safety and security: The institution provides CCTV Surveillance for safety and security throughout the campus. Outside visitors are checked by security staff for safety.
- 2.Common Rooms: The institute has provided separate common rooms and washrooms for boys and girls with necessary facilities. Girl washrooms are provided with sanitary napkin vending and disposal machines for the safe and hygienic disposal of sanitary napkins.
- 3.Hostel Facility: The institute has a separate hostel facility for boys and girls with state-of-the-art infrastructural facilities.
- 4.Counseling: The Institute has a mentor-mentee scheme. A group of 15-20 students is formed and each group has a mentor. The mentors meet students regularly, understand their difficulties, if any, and mentor them about probable solutions.
- 5.Healthcare and Medical Emergencies: Students and faculty members have access to Dr. Murhekar, Sudumbare in which a free medical facility is available. Institute has a first-aid facility and sick room facility. The ambulance facility is made available on call basis or college vehicles are available for emergencies.
- 6.Internal Complaints and Grievance Redressal Committee: Institute has Internal Complaints Cell and Grievance Redressal Committee to ensure a safe working environment.

The institute organizes and celebrates National and International commemorative days, events and festivals to inculcate feelings of National integration, patriotism and social responsibilities amongst students and staff.

- The Institute celebrates
- Independence Day
- Republic Day
- Shiv-Jayanti Mahotsav
- International Women’s Day
- International Environment Day
- International Yoga Day
- Teachers Day
- Engineer’s day etc.

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

7.1.2

The Institution has facilities and initiatives for

- 1.Alternate sources of energy and energy conservation measures**
- 2.Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**

- 4.Green campus initiatives**
- 5.Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

The organization is committed to encouraging an inclusive environment among the academics, staff, and students. The following are the major goals of the institutional initiatives to promote inclusivity and tolerance through various activities:

Students can develop their leadership skills to operate in a team with sole responsibility using the platform that is offered to them. By awarding prizes and certificates to the participants and winners of various events, the institute further inspires its pupils. These numerous activities consist of:

Cultural Activities: Students might discover their unique talents and hidden gifts through participating in cultural activities. Students from various groups, regions, and cultures are mixing and emerging with the potential to be future leaders. The interpersonal and teamwork abilities of students are developed through cultural activities. The college hosts Fresher's Day and an induction programme to welcome new students to the SICA family and introduce them to the disciplinary and cultural platforms. An occasion like Farewell teaches them how to establish and nurture the senior-junior relationship and to treasure them by supporting them in their future pursuits.

Regional and linguistic Activities: Students from various language and geographic backgrounds participate in celebrations of Marathi Bhasha Diwas, Hindi Bhasha Diwas, Dipavali, Guru Pournima, Dussehra, Dandiya, etc. to honour the value of unity in diversity. The celebration of religious holidays and events teaches people to show their appreciation and respect for one another. Additionally, both local and national events uplift everyone and uphold morality.

Communal and socio-economic Activities:

Various initiatives, such as health check-up clinics, donations to needy orphanage homes, relief efforts for Covid-19 lockdown victims, distribution drives for food, sanitizer, face masks, and gloves, waste management programmes, etc. Through these activities, students become familiar with the diverse cultures of our country and contribute to the growth of tolerance and peace toward differences in culture, region, language, community, socioeconomic status, and other areas.

The institution educates its personnel and students about their constitutional duties, such as:

1. **The Right to Equality:** In accordance with this right, no one shall be denied equality before the law or equal protection of the law by the state.
2. **Right to Freedom:** All citizens shall have the following freedoms: (a) the right to free speech; (b) the right to organize into associations or unions; (c) the right to travel freely throughout India; (d) the right to live and settle anywhere in India; and (e) the right to engage in any profession, trade, or business.
3. **The Right to Freedom of Religion:** Everyone has the same rights to religious freedom, including the freedom to profess, practice, and promote their beliefs, subject to laws governing public morals, health, and safety, among other considerations.
4. **Right to Life:** In the event of a criminal conviction, the right to life and to personal freedom offers protection. The residents of India who speak a distinctive language, script, or culture have the right to maintain that.

5. The right to privacy is an essential part of the right to life and to personal freedom. The institute organized a number of events to educate staff members and students about their constitutional rights.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE – I

- 1. Title of the Practice:** Industry Expert Interaction with Students & Soft Skill Training.
- 2. Objective of the Practice:** The objective of the internship is to improve the technical skills of the students and motivate them for placements and entrepreneurship. To maintain this relationship through MoUs with various companies, training sessions under these MoUs, internship projects, industrial visits, guest lectures, seminars and workshops. The main objective is to empower the students with the latest industry requirements.
- 3. The Context:** Industry needs are constantly changing and technology is improving rapidly. Students should be prepared for these changes and update their skills. Students are good in academics but some of them are lacking in soft skills as well as technical skills.

There is a need to prepare them by enhancing their soft skills and technical skills to face the challenges of the corporate world. Therefore, the SICA will organize regular guest lectures, workshops and seminars for faculty representatives and students to achieve the objectives. SICA has taken the initiative to interact with various industries through MOUs that maintain business relations with industries.

Industrial persons interact with students and faculty to gain practical knowledge and also to achieve academic excellence. Industry professionals are regularly invited to share their knowledge with students.

4. The Practice :

- The main objective is to enhance industrial and soft skills of the students.
- Conducting industry expert seminars and workshops on latest issues for faculty members and students.
- Students and staff also participate in national/international/state level

seminars/workshops.

- Frequent expert/guest lectures are organized for students by industry professionals to gain knowledge of latest trends and technologies in the industries.
- Technical programs are organized in the department to improve the professional and technical skills of the students to enhance their industrial skills.
- Organized and conducted various entrepreneurship activities, induction programs and placement activities.
- Industrial visits are organized to understand the business culture of the industries.

5. Evidence of success:

- Organized various guest lectures, workshops and industry visits with the help of industrial experts. Hands on workshops were conducted to train the students on latest technologies in the industry.
- Conducted practical sessions on IT industry based training.
- Alumni meet was organized to interact with alumni and industry.
- Induction program was organized and industry professionals were invited to provide corporate exposure to the students.

6. Problems Encountered and Resources Required:

- It is difficult to find an industry competent person who can convincingly deliver sessions on the latest technologies and industry skill sets. Balancing academic activities and technical program activities is difficult.
- Some students are from rural background and have poor communication skills in English which needs to be improved.
- Sometimes it is difficult to call speakers from good companies for expert sessions due to their busy schedules.

BEST PRACTICE II

1. Title of the Practice – Social responsibilities

2. Objective of the Practice:

- Making concerted efforts to work in ways that improve rather than degrade society and the environment.
- To improve various aspects of the society as well as to promote a positive brand image of the organization.
- Being socially responsible and improving and adopting fair practices, reducing environmental harm, giving back to the community and increasing employee satisfaction.

3. The Context:

Corporate social responsibility is a process where organizations communicate social and environmental issues within their organizations and with stakeholders.

Our CSR mission is to create a positive impact on society and deliver social, environmental or economic value, which will ultimately help contribute to environmental sustainability. CSR awareness is spread through guest lectures, conferences, workshops, poster presentations. We are doing our own small tasks by implementing various activities at the organization level.

4. The Practice:

SICA in association with Gholap Blood Center organizes blood donation and health checkup camps every year for all students, faculty and non-teaching staff. The organization conducts Nirbhay Kanya, Beti Bachao Beti Padhao sessions for girls. The main objective of this session is to build self-confidence, commitment towards society.

Various environmental awareness campaigns, cleanliness drives, poster competitions, seminars and tree plantation drives have been organized for the students.

1. Green Audit, Environment Audit and Energy Audit are conducted by SICA every year by an authorized external agency.
2. Clean and green campus activities as well as environmental conservation activities beyond the campus are undertaken by the institute.
3. Tree Plantation Drive: The organization started tree plantation drive every year. The institute also conducts environmental conservation activities beyond the campus.
4. SICA has optimized the use of energy efficient LED fittings.
5. E-waste management: E-waste is generated from obsolete computers, other hardware, electrical appliances etc. E-waste is collected and handed over to this agency for proper disposal.
6. Administrative office has been digitized to reduce the use of paper.

5. Evidence of success:

The blood donation camp was very successful and appreciated by all the students and staff along with the blood banks. Every year the percentage of participation in blood donation increases and students and staff are eager to donate blood. This shows the success of the program. Enthusiasm of the student motivates the institute to organize many programs like eye checkup, dental checkup etc.

A health check-up gives the student an opportunity to review ongoing medical problems, advice on preventative health. Through periodic tree planting. The area has become green and eco-friendly. Conducting Nirbhaya Kanya session to develop confidence and personality of girl students. An authorized external agency issues us a positive quality audit report on environment and energy every year.

6. Problems Encountered and Resources Required:

The biggest challenge we face is the lack of a clear framework for implementing and measuring initiatives, as there is no established framework for CSR that organizations can follow. This means that organizations often have to develop their own CSR policies and metrics, which can be time-consuming and expensive. Green campus initiatives are challenging, as they require determination and long-term commitment. Maintaining the plants, watering them daily is necessary to take care. Disposing of e-waste was a challenge. It was necessary to have an MOU, which made it easier for us to dispose of e-waste.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Siddhant Institute of Computer Application (SICA) is a premier Computer College known for its academic excellence and value-based education. It provides technical education to both fresh graduates and those who want to enhance their technical and management skills. SICA encourages its faculty and students to undertake consultancy projects with corporate. Situated in the heart of Hills, within the sprawling campus, pollution-free campus. Apart from academic empowerment. Such a process results in molding academically sparkling, socially committed, and internally strong individuals who become an asset to society and the nation.

SICA stands aloft with an edge over other institutions because of its distinctiveness in terms of:

(i) Academic Empowerment

The empowerment of a student in academics enables him or her to accomplish, achieve, and outshine in scholastic activities. Students can accomplish growth in personal acumen, academic skills, and knowledge. It provides better learning opportunities in the future. Involvement in academic empowerment programmes instills a set of skills such as organization, time management, coordination, and motivation. This empowerment ultimately transforms a student into a full-fledged personality with a positive attitude towards behavior and social interactions. Proficiency Prize, Merit Day, and Graduation Day are arranged for final-year students (PG) to recognize their academic achievements.

(ii) Personal Empowerment

Individual empowerment is indispensable for community development. The objective of all developmental activities at SICA is to mold personally strong and emotionally firm personalities who can contribute to society. SICA provides a set of programmes to ensure that the students are empowered in attributes like self-confidence, self-esteem, self-acceptance, self-improvement, and a constructive attitude. They learn how to analyze their own strengths and weaknesses, understand themselves to the core, develop competency, recognize their goals, and claim their own space.

(iii) Cultural Empowerment

Cultural empowerment envisions students obtaining a greater understanding of cultural expressions. It

also supports them in developing skills and resources to design, foster, and share cultural works. Cultural empowerment is beneficial to students as it enables them to showcase their talents through their own cultural customs. SICA achieves this goal through a variety of cultural programmes spread throughout the academic year. This sort of empowerment creates a sense of distinctiveness and pride in one's heritage. It can also inculcate greater understanding and appreciation of other artistic and cultural expressions as students get exposed to diverse standpoints and ways of life.

(iv) Physical Empowerment

Physical empowerment denotes acquiring strength, endurance, and physical capabilities through various physical activities, including sports, games, and exercises. Apart from improving physical health and fitness, it enhances self-confidence and self-esteem. It leads to better mental health and social life, as sports and games provide opportunities for social involvement and a sense of team spirit. Physical empowerment essentially contributes to a healthy lifestyle and quality of life. Physical empowerment in SICA aims at a healthy mind in a healthy body for staff and students. The college offers various sports and game facilities to enhance or impart physical empowerment to students and staff members. A volleyball court, basketball court, cricket ground, and football ground are available to students and staff after class hours. Physical empowerment is not limited to the body. Yoga training is part of it, aimed at keeping the body and mind healthy and fit. Physically empowered students will be healthy and, obviously can concentrate better in their studies.

(v) Economic and Financial Empowerment

The economic and financial empowerment of students is achieved through fee concessions and scholarships. SICA considers it a bounden duty to support students hailing from less privileged backgrounds but keen on their studies. Fee concessions and Installment in Fess are offered to such students so that their academic dreams and aspirations come true. Apart from this, the college conducts additional programmes that ultimately lead to economic and financial empowerment. These include carrier counselling and placement services, which help them find a suitable carrier and placement.

(vii) Social Empowerment

In SICA, social empowerment refers to the process of opening resources and opportunities for students to participate in social life. It involves enhancing social skills and relationships and providing opportunities to engage actively in social and cultural events. Social empowerment aims to address social inequalities and promote social justice. SICA seeks to provide students with the platforms and resources that enable them to be involved in society and to stand up for their rights and wellbeing. Social empowerment is achieved through education and training, enabling involvement in social services, and supporting community-based social activities. Social empowerment is pivotal in promoting development and ensuring social justice. This helps to mold cohesive and just communities.

(viii) Environmental Awareness

Environmental awareness involves knowing the importance of the environment for human welfare and the need to protect and conserve it for future generations. SICA has incorporated it as a routine practice to keep campus 'clean and green'. Students are given awareness regarding a nature-friendly lifestyle through various clubs and related programmes. Environmental awareness is a prerequisite for environmental action and protection. It promotes a sense of obligation and commitment towards the

environment and encourages students to promote sustainable living. It upholds more accountable environmental practises and encourages students to stand up to protect and conserve nature and its resources.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Governing Body, Life Member Board SICA is governed by the parent body Caudhary Atarsingh Yadav Memorial Education Trust (CAYMET).

Course Delivery by Industry Persons:

SICA has a concrete Industry Institute association. Industry experts are invited to teach new trends and technologies from the syllabus to understand the industry standards.

Course Content Delivery: Effective content delivery is carried out by using a blended mode of teaching using NPTEL, Google Classrooms, and Virtual Labs etc.

Student Mentoring: SICA believes in all round development of the students. In addition to guiding in the curriculum domain, faculties also mentor students regarding personal issues and professional endeavors.

Alumni for project guidance and evaluation SICA has a strong alumni connection. Alumni are on campus yearly for project guidance and its evaluation, guest lectures, judges for different inhouse competitions held under various cells

Faculty Contribution: Faculties have active participation in University Examination by contributing as Paper setter\examiner. Additionally they are also nominated and invited for extension activities by other Institutes such as guest lectures, expertize talks, technical hands-on etc.

Faculty Motivation through felicitations Management recognizes the hard work and contribution of faculty members in an activity paving in felicitating faculty members as a token of appreciation and motivation.

Concluding Remarks :

SICA is one of the leading management institutes in Taluka Maval District Pune Maharashtra and has a legacy of 18 years of educational excellence. Relentless efforts from management, administrative staff, teaching staff and students of the institute have resulted in making the Institute as the most preferred institute in Maharashtra. The clean and green campus of the institute promotes environmental conservation and sustainability. Institute strives to provide quality education by adopting state-of-the-art infrastructure, competent faculty, refined systems, latest technology, and industry interface

Institute of Management and Career Courses Along with academic excellence the institute encourages students to organize and participate in co-curricular and extracurricular activities which help in shaping the personality of the students. Institute also motivates faculty members for their research and development activities and provides a healthy work atmosphere. Institute has set up a benchmark in collaboration activities with the industries by the means of various MOUs.

SICA has achieved an excellent campus placement record with more than 80% placements. Strong alumni network is the highlight of the Institute. In conclusion, the Institution is taking all necessary efforts with the aim

to develop not just high quality professionals and managers but also to make them aware about their responsibilities towards community development in all possible ways.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :03</p> <p>Remark : DVV has made necessary changes as per documents shared by HEI and have excluded courses less than 30 hours.</p>																				
1.2.2	<p>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</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>173</td> <td>103</td> <td>77</td> <td>25</td> <td>30</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>126</td> <td>98</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI and excluded count of online courses less than 30 hours.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	173	103	77	25	30	2022-23	2021-22	2020-21	2019-20	2018-19	126	98	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
173	103	77	25	30																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
126	98	0	0	0																	
3.2.2	<p>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</p> <p>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</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>9</td> <td>4</td> <td>4</td> <td>2</td> <td>2</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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	9	4	4	2	2	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
9	4	4	2	2																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

5	3	2	1	2
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Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded in as those programs was not related to Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship .

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
13	1	1	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	1	0	0	0

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded based on calendar year (JAN-DEC)

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
12	0	0	0	0

Answer After DVV Verification :

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

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded based on calendar year (JAN-DEC).

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
6	5	2	2	6

Answer After DVV Verification :

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

Remark : DVV has made changes as per prescribed format shared by HEI and values have ben downgraded as we have excluded National festivals, Days celebrations like Yoga day, Women’s day etc.

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
5.45841	0.77573	1.65403	0.13313	0.50915

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.45	0.77	1.65	0.13	0.50

Remark : DVV has made changes as per report shared by HEI.

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
33.46320	27.06835	16.86585	3.89842	7.47729

Answer After DVV Verification :

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

24.86	7.66	13.14	3.75	7.39
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Remark : DVV has made necessary changes.

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
25	26	3	9	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	0	0	0	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
56	59	12	16	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
56	59	12	16	3

Remark : DVV has made necessary changes as per documents shared by HEI and values have been downgraded as we have considered the appointment letters shared by HEI.

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
4	0	0	0	0

Answer After DVV Verification :

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

0	0	0	0	0
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Remark : DVV has made necessary changes.

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
25	24	12	4	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	7	2	7

Remark : DVV has made changes as per documents shared by HEI.

6.2.2 Institution implements e-governance in its operations

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made necessary changes.

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
12	3	1	6	4

Answer After DVV Verification :

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

5	3	1	3	2
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Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</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>39.32655</td> <td>29.09428</td> <td>19.42874</td> <td>20.25808</td> <td>10.93988</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>28.35</td> <td>29.11</td> <td>4.66</td> <td>6.15</td> <td>10.94</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	39.32655	29.09428	19.42874	20.25808	10.93988	2022-23	2021-22	2020-21	2019-20	2018-19	28.35	29.11	4.66	6.15	10.94
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