SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

VIDYALANKAR SCHOOL OF INFORMATION TECHNOLOGY

VIDYALANKAR EDUCATIONAL COMPLEX, VIDYALANKAR MARG, WADALA EAST,
400037
www.vsit.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vidyalankar, a name synonymous with educational excellence and triumph, derives its essence from the profound Sanskrit roots "Vidya" (signifying knowledge) and "Alankar" (meaning jewel). At the heart of Team Vidyalankar's mission lies a relentless dedication to illuminate the world with the brilliance of knowledge and education.

Vidyalankar School of Information Technology is a private and self-financed degree college, established in 2002, affiliated to the University of Mumbai. It is managed by Vidyalankar Dnyanapeeth Trust, which has been making surefooted strides in the domain of education ever since. The Trust has its genesis in the Vidyalankar Group (initiated in 1960) and is committed to achieving excellence in education.

The Institute currently offers seven undergraduate programs, five postgraduate programs, and a doctoral (PhD) program in Business Economics. Centrally located in Mumbai, the Institute, with its state-of-the-art infrastructure and qualified and experienced faculty, attracts meritorious students. At Vidyalankar, we aim to create industry-ready professionals and entrepreneurs by infusing the right blend of high-tech expertise and professional acumen and sensitising them towards contributing to society.

While affiliated with the University of Mumbai and following the prescribed curriculum, the Institute emphasizes innovative thinking, problem-solving skills, and research orientation through its rigorous academic delivery plan, ICT-enabled teaching methods, and monitoring system.

Vidyalankar also offers a diverse range of co-curricular, extracurricular, and athletic opportunities to complement academics, which stands on the pillars of many committees, student clubs, and student council. The synaesthesia of sports, culture, literary, and technical forums at VSIT harnesses the creative potential of students keeping in view the tastes of the millennial generation that shall equip the students as successful professionals and future global leaders.

Highlights:

- State-of-the-art infrastructure
- Qualified and experienced faculty
- Strong industry linkages
- Diverse range of co-curricular activities
- Holistic learning environment

The Institute is unwavering in its commitment in curating an all-encompassing atmosphere that empowers learners to realize their utmost potential. The core philosophy of "student delight" steers us towards establishing a progressive, learner-centric milieu at the Institute, nurturing holistic development.

Vision

Our Vision is to establish a leading centre of imparting Quality Education in the field of Science, Commerce

and Management with emphasis on:

1. *Ensuring that students learn the fundamental concepts in various disciplines.*
2. *Motivating students to apply the Scientific & Technological knowledge to develop problem solving capabilities.*
3. *Making students aware of the societal and environmental needs with specific appreciation of the emerging global context.*

Mission

Our mission is to provide:

1. *An educational environment where students can reach their full potential in their chosen discipline and become responsible citizens without compromising in ethics.*
2. *A scholarly environment where the talents of both, The faculty members and students are nurtured and used to create knowledge and technology for the benefit of the society.*

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The demand ratio of admission exceeds the available seat capacity consistently for many years.
- Over the past five years, the institute has consistently achieved an average result rate of over 94% across all programs at University level.
- The faculty members are exceptionally qualified and experienced, boasting an average of over 12 years of valuable expertise.
- The 11 acre modern and green campus in the heart of Mumbai city is meticulously maintained, offering a pristine environment conducive to academic pursuits.
- ICT-enabled Campus: The institution's emphasis on technology, with platforms like vMIS, v-Live, and v-Print, enhances learning experiences, administrative efficiency, and resource management.
- Strong collaboartive efforts with Universities and Industry both in India and abroad.
- The institution has earned approval as a research center and actively cultivates a research-oriented culture among both faculty and students.
- The college has garnered a regional reputation for its educational excellence with strong reputation in the education community and popular among students and employers.

Institutional Weakness

- Lack of financial support from the government necessitates the internal generation of funds.
- The affiliation system imposes constraints on the selection of courses and curriculum content.
- The absence of residential facilities like hostels, primarily due to government regulations and

compliances, poses a hindrance to attracting students from different states and countries.

Institutional Opportunity

- Gaining autonomous status for the institution will facilitate the development of a diverse range of multidisciplinary, interdisciplinary, and vocational programs and certifications.
- The existence of sister concerns specializing in engineering and technology within the vicinity offers significant opportunities for enhanced collaboration, particularly in light of the implementation of NEP 2020.
- Exploring avenues for research funding from industry sources.
- Harnessing the robust backing of alumni for further enhancements and financial advancement.
- Research output can be enhanced with more research projects and funding from agencies.

Institutional Challenge

- Exploring novel revenue-generating channels to propel academic excellence and growth.
- Being situated in the bustling metropolis, the institution encounters competition from many other prominent educational establishments in close proximity.
- Captivating and actively involving students during this era of online learning, amidst a myriad of distractions including social media.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Academic Calendar:

- The institution follows the University of Mumbai's prescribed curriculum and arrangement of terms.
- The institution creates an academic calendar each semester with important.
- Faculty members develop **Academic Administrative Plans** based on the calendar.
- The academic plan also includes Education 4.0, beyond the syllabus activities.

Curriculum Planning:

- Syllabi are accessible through the college website and library.
- Departmental meetings distribute work engagement and discuss teaching methods.
- Planning for practicals, industrial visits, and expert interactions happens semesterwise.

Learners receive comprehensive information about modules each semester.

- Teachers maintain course diaries and participate in syllabus-related workshops.

- Academic Preview and Review Process ensures preparedness and previous feedback is incorporated into planning.

Effective Curriculum Delivery:

- Modern Pedagogical Approach involves smart classrooms and ICT tools.
- Curriculum enriched with industrial visits, internships, workshops, etc.
- Student-centric methods emphasize active learning, group projects, etc.
- Faculty members offer support outside of class hours.

Continuous Internal Evaluation:

- Formalized Continuous Internal Evaluation (CIE) aligns with university guidelines.
- It includes two tests and ongoing Term Work assessment.
- Transparency ensured through shared schedules, rubrics, and expert reviews.

Academic Flexibility:

- Cumulatively **8,813 students enrolled for 84 Certificate/Value** added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. conducted over the last 5 years.

Crosscutting issues :

- **More than 70 courses** such as 'Business Ethics and Corporate Governance', and 'Media Laws and Ethics' in the curriculum inculcate professional ethics amongst students and help them to manoeuvre with an upright moral compass.
- **Gender-neutral and safe environment** is nurtured in our campus.
- The Institute's distinctive **'Stree'** initiative, organized by Women in Engineering (WIE), plays a pivotal role in dismantling biases and fostering gender education.
- The curriculum includes over 17 courses focused on human values.
- Almost 71% of students undertake project work/field work/ internships.

Feedback Mechanisms:

- The institution employs a well-structured feedback mechanism to solicit input on the curriculum from students, alumni, employers, and teachers at the conclusion of each academic year. The gathered feedback is meticulously analyzed, and subsequent actions are implemented as deemed necessary.

Teaching-learning and Evaluation

Our institution is committed to delivering a holistic and enriching education experience that focuses on student delight. Over the past five years, our institution has maintained an impressive average **enrolment rate of 96%.** Similarly, we have consistently filled an average of **92% of full-time teaching positions**, aligning with sanctioned posts. Additionally, during this period, an average of **53% of our full-time teachers** hold qualifications such as NET/SET/SLET or Ph.D.

Student-Centric Pedagogies: Our teaching methods are strategically designed to align with our institution's

goals and enhance students' skills. We identify specific techniques during Academic Administrative Plan (AAP) presentations, actively involving key stakeholders for comprehensive improvement.

Experiential Learning: Guided by Kolb's cycle, our experiential learning journey includes active experimentation through laboratory work and workshops, reflective observation during industrial visits, concrete experience via internships and field projects, and abstract conceptualization through participation in exhibitions and research conventions.

Participative Learning: We prioritize collaborative learning to boost skills. Techniques like student presentations, group projects, mini projects, role-plays, and online platforms facilitate this. Student chapters and clubs such as IEEE, CSI, Enactus, and the Commerce Association expose students to real-world trends.

Problem-Solving Approaches: We encourage innovative thinking through open-ended problems, case-study workshops, problem-based learning experiments, brainstorming sessions, and financial statement analysis.

Effective Assessment Framework: Adhering to University of Mumbai's guidelines, we incorporate faculty and stakeholder insights. Continuous Internal Assessment, planned as part of AAP, includes weightage for internal evaluation (e.g., term work, mid-term tests) and external evaluation (e.g., end-semester exams). Results are declared promptly, and we facilitate revaluation and grievances through a streamlined process.

Programme and Course Outcomes (POs and COs): Our POs and COs, prescribed by the University, focus on enhancing subject knowledge progressively and aligning with industry standards. The Institutional Quality Assurance Cell (IQAC) offers guidance through various avenues. Stakeholders access COs and POs through **multiple channels** including online and offline .

CO – PO Attainment: We adopt a systematic approach to evaluate COs and POs, considering both internal and external evaluations. CO attainment accounts for 75% of PO attainment, with an additional 25% from indirect tools.

Research, Innovations and Extension

The Institute focuses on fostering innovation and entrepreneurship through various initiatives:

Entrepreneurship & Innovation Cell: The E-cell organizes events like Boot Camps, Impact Lecture Series, Podcasts, and V-Startup to recognize and nurture young entrepreneurs. The inter-collegiate event Bizcon promotes entrepreneurship awareness.

Intellectual Property Rights (IPR): The R&D committee conducts seminars, workshops, and training on IPR, leading to 3 patents and 19 copyrights over five years.

Creation and Transfer of Knowledge: The institute promotes research through various initiatives:

- **Funded Research Projects:** Faculty and students undertake research projects funded by external agencies, with around 17 projects receiving 11.54 lakhs in the last five years.
- **Research Conference (V-CMT):** An annual multi-disciplinary conference featuring eminent speakers and over **500 presented and published research papers**.
- **Research Publication:** The institute supports research by assisting with leaves and finances. **537**

research papers were published by faculty members in recognized journals / conference proceedings in the last five years.

- **Pradnyaa International Journal:** A peer-reviewed bi-annual online journal covering IT, Commerce, Management, and Arts published by VSIT.
- **Publication of Books:** Faculty **authored 97 books** in the last five years.
- **Research Centre:** The institute has a **Ph.D. center** affiliated with the University of Mumbai for Business Economics, with 3 research guides and 08 registered students.
- **Research Lab:** Equipped with tools and resources, the lab aids faculty and students in their research endeavors.
- **66 workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years**

- **Some important outcomes of extension activities**
  - Food donation during covid period: food packets were distributed to patients and their relatives at the kem hospital gate, and the **total number of beneficiaries was 11502.**
  - Blood donation during covid period: blood donation drives were conducted at various locations and 5357 blood units were collected. The number of **beneficiaries is 16071.**
  - Polio drives during covid period: polio drives were conducted at various locations and the total number of **beneficiaries is 4248**
- **31 functional MOUs/linkages** with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research.

Infrastructure and Learning Resources

An overview of the various academic infrastructure and facilities available at the institute.

Classroom Facilities:

- All 34 classrooms, and 5 tutorial rooms are equipped with LCD projectors and air-conditioning.
- Interactive Panels and a Lecture capture system are available for recording and on-demand access to lectures.

Laboratories:

- Computer lab with requisite software for practical training.
- Electronics lab for conducting IOT, embedded systems, and microprocessor practical.
- Research lab for study and for research by teachers, students, and scholars.
- Media lab with state-of-the-art equipment for exploring new media technology and creative content.
- .

ICT Facilities:

- IT Facilities include 10 servers for administrative operations, ERP, and a lecture management system.
- 9 access points for wireless coverage on campus, connected through fibre optics cable with 800mbps bandwidth.
- V-print & 3D Printer: Centralized printing service and 3D printers for active learning.

Cultural Facilities:

- An auditorium, and 5 seminar halls equipped with projectors, Wi-Fi, acoustics, and air-conditioning for seminars and events.
- Distinct counseling for students to seek advice.

Sports and Gymkhana Facilities:

- Multiple open spaces for social activities, technical events, and sports.
- Amphitheatre for project discussion and cultural activities.
- Students' Den with indoor games, karaoke, and a common room for ladies.
- Outdoor sports facilities including playgrounds and multiple courts.

Library:

- Collection of more than 10,000 physical resources, eBooks, online databases, and print journals
- Library management software to automate library functions.
- The library has Open Access and OPAC facilities.
- Access to e-books and databases like IEEE, EBSCO, Knowledge Hub, and N List.
- The library website has a catalogue, announcements, and activities.
- A library and a reading hall are available at the institute.

Bandwidth & Connectivity:

- Wi-Fi with 9 access points and a speed of 800 Mbps.
- Sophos security system to restrict unauthorized access.
- E-governance achieved through V-MIS.
- V-MIS for e-governance, providing login credentials for authorized users.
- Microsoft applications like Outlook, Teams, Stream, and OneDrive for communication and virtual learning.
- V-refer for accessing educational materials.
- Web-based printing service, 3D printers, projectors, and interactive panels for teaching and learning.
- In-house website development and online admission process.

Student Support and Progression

Our college is committed to providing a well-rounded education and support system for its students, helping them succeed academically, professionally, and personally.

Student Support: Our college support students from reserved categories through scholarships provided by both the Social Welfare Department and the institution's management. A significant number of students, i.e., 140 have been assisted with government scholarships with Rs. 9, 65, 855/- amount on average, and 1855 have received private or institutional freeships for Rs. 43, 11,695.

The college recognizes the importance of soft skills and effective communication and organized 60 programs aimed at building students' skills and enhancing their capacities. This indicates a strong focus on preparing students for a competitive job market by equipping them with relevant skills.

Our college has a transparent mechanism in place to address grievances promptly, including those related to anti-ragging and sexual harassment. Regular mentoring of students and close follow-up processes have resulted in a positive outcome with minimal destructive grievances.

Placement and Higher Education: The focus on skill development has led to a significant percentage i.e., 65.51% of students progressing to higher education or being successfully placed in careers. The institution offers career counselling and placement training sessions to help students prepare for competitive examinations and explore various career opportunities. No. of students qualifying in IELTS is approximately 100 and TOEFL is 10 in all five years. This support can significantly impact students' career choices and prospects.

Sports and Cultural Achievements: The college encourages students' participation in sports and cultural events at various levels. The students participated in more than 100 events at all levels and won 33 awards at national, state, and university levels over the last five years. Shubham Naik and Ugandhar Surve are the students who won International and National awards in full-contact fighting and Taekwondo respectively. Top of Form

Winning five times in the UDAAN Festival at the university level is a remarkable achievement by our students.

Alumni Contribution: The VSIT Alumni Association plays a pivotal role in the institution's growth by providing financial support and other services. This association fosters connections among former VSIT students to aid the institution's development and support current students' scientific and technical education.

Governance, Leadership and Management

VSIT's governance and leadership align closely with its vision and mission for holistic development. The proactive management comprises academicians with industry experience who nurture responsible citizens in line with their values. The institution adapts modern approaches, like the NEP, emphasizing co-curricular activities and innovative teaching methods. Practical exposure, internships, and shared leadership prepare students for real-world challenges.

Decision making process involves various bodies including College Development Committee (CDC), Internal Quality Assurance Cell (IQAC), Academic Advisory Council (AAC), Statutory Committees and Other Committees.

Key figures such as Principal, Vice Principals, Chief Academic Officers, Department Heads, Faculty and students play crucial roles, promoting accountability and fostering collaboration. Continuous improvement is driven by Stakeholders Feedback.

Internal Quality Assurance Cell (IQAC) contributes significantly to institutionalizing quality assurance strategies and processes. It collects and analyzes inputs from different departments/committees and organizes Training Programs, Faculty Development Programs (FDP), capacity building programs for teachers and students. The Cell also initiates infrastructure enhancements like Smart classrooms and Lab developments.

After NAAC cycle 1, VSIT transitioned from traditional teaching learning to blended teaching learning methodologies keeping in mind in Education 4.0 goals and implementation of NEP 2020. Teaching Learning Process is highly integrated with ICT. Research activities and professional development are supported through

organizing research methodology programs, seminars, conferences, periodic training and workshops on a regular basis. Financial support and Duty leaves are also provided for all research and professional development endeavours.

The IQAC conducts various audits including Academic and Administrative audit, Gender audit, Green audit, Energy audit and Environmental audit. Additionally, it gathers annual feedback on curriculum, teaching and learning methods, Alumni engagement, input from parents, teachers, employers and overall student satisfaction.

The institute has successfully implemented e-governance through VMIS (ERP) in overall administration, Finance and Accounts, student admissions and support and examinations, library and employee attendance.

Financial Audits are regularly conducted by Qualified internal and external auditors. The institute follows established procedures for fund mobilization and ensures optimal resource utilization. Various welfare measures are in place to benefit both teaching and non-teaching staff.

Institutional Values and Best Practices

Over the past five years, our institution has made substantial strides in promoting gender equity and awareness. The efforts encompass curricular integration, gender-balanced representation, safety measures, women's facilities, and environmental sustainability. Gender-sensitive content has been seamlessly integrated into the curriculum, and gender equity in leadership roles has been prioritized. Skill development workshops empower female students. Prominent LGBTQIA+ voices have been amplified through guest speakers, enriching discussions.

The institution is dedicated to environmental sustainability and green efforts. Initiatives include green energy utilization and environmental audits to assess and improve sustainability practices. Energy and water conservation measures are implemented to reduce the institution's environmental footprint.

Additionally, the institution emphasizes cultural and regional inclusion, celebrating the diversity of Indian heritage and preparing students for a diverse society. Initiatives to diversify faculty and staff foster an inclusive learning and working environment.

The institution's Community Involvement Program (CIP) stands as one of the best practices and focuses on promoting community engagement and social involvement while addressing local issues and making a positive impact on society. CIP has specific and measurable goals, such as promoting social cohesion, addressing local issues, and assisting vulnerable populations.

The institution's "Academic Administration Plan" (AAP) stands as another best practice, aligning course objectives with past learner performance and utilizing innovative teaching methods to enhance learning experiences. Industry and academic mentors contribute expert insights during AAP presentations, and AAP is constantly updated to accommodate new developments in education and industry.

"Digitally Yours: Transforming Education in the Digital Age" represents institution's commitment to technology-enhanced education. ICT-enabled platforms optimize administrative processes and create an interactive learning environment. From the Vidyalankar Management Information System (vMIS) to innovative teaching methodologies, institution's ICT provisions support modern learning approaches. Inclusive technologies such as Interactive panels, 3D printers, digital display boards, and digital noticeboards enhance

engagement and communication.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIDYALANKAR SCHOOL OF INFORMATION TECHNOLOGY
Address	Vidyalankar Educational Complex, Vidyalankar Marg, Wadala East,
City	Mumbai
State	Maharashtra
Pin	400037
Website	www.vsit.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Rohini Alok Kelkar	022-24161126		022-2416112 6	
IQAC / CIQA coordinator	Poonam Mirwani	022-24104244	9766222189	022-2410424 4	poonam.mirwani@ vsit.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

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

Details of UGC recognition

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

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

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Vidyalankar Educational Complex, Vidyalankar Marg, Wadala East,	Urban	11	6478

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Department Of Information Technology And Data Science	36	H.S.C. or Equivalent	English	300	300
UG	BSc,Department Of Information Technology And Data Science	36	H.S.C. or Equivalent	English	60	60
UG	BMS,Department Of Management	36	H.S.C. or Equivalent	English	180	180
UG	BCom,Department Of Commerce	36	H.S.C. or Equivalent	English	60	60
UG	BCom,Department Of Commerce	36	H.S.C. or Equivalent	English	60	60
UG	BCom,Department Of Commerce	36	H.S.C. or Equivalent	English	180	180
UG	BA,Department Of Mass Media	36	H.S.C. or Equivalent	English	120	90
PG	MSc,Department Of Information Technology And Data Science	24	B.Sc. in IT or CS or Maths or Physics or Equivalent	English	60	60
PG	MCom,Department Of Commerce	24	B.Com. or equivalent	English	60	60

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PG	MCom,Department Of Commerce	24	B.Com. or equivalent	English	60	42
PG	MCom,Department Of Commerce	24	B.Com. or equivalent	English	60	24
PG	MA,Department Of Mass Media	24	B.A. or equivalent	English	60	28
Doctoral (Ph.D)	PhD or DPhil ,Department Of Commerce	36	M.Com or equivalent	English	8	3

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				82			
Recruited	0	1	0	1	0	0	0	0	24	52	0	76
Yet to Recruit	0				0				6			

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				25
Recruited	6	17	0	23
Yet to Recruit				2

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				10
Recruited	0	5	0	5
Yet to Recruit				5

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	2	10	0	13
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	20	41	0	61
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	12	18	0	30

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	1549	17	0	0	1566
	Female	1072	6	0	0	1078
	Others	0	0	0	0	0
PG	Male	247	0	0	0	247
	Female	208	2	0	0	210
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	1	0	0	3
	Female	4	0	0	0	4
	Others	0	0	0	0	0

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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	59	35	35	36
	Female	39	39	32	23
	Others	0	0	0	0
ST	Male	2	1	3	2
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	134	80	121	86
	Female	106	88	64	66
	Others	0	0	0	0
General	Male	457	473	449	499
	Female	313	233	281	275
	Others	0	0	0	0
Others	Male	12	10	12	5
	Female	11	8	7	8
	Others	0	0	0	0
Total		1133	968	1004	1000

Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | In higher education, the National Education Policy (NEP) encourages establishing multidisciplinary universities and colleges that offer courses spanning disciplines. This enables students to pursue a more diverse and well-rounded education. VSIT is a multi-faculty institution offering programmes in faculties of Science, Commerce, Management and Arts. It equips VSIT to be well-positioned to offer multidisciplinary, interdisciplinary and cross-disciplinary courses and programmes for the students. It has a vibrant community of students and faculty who are passionate about interdisciplinary learning. In line with the NEP's focus on holistic development, the institution has prioritised co-curricular activities and |

	sports, nurturing students' physical and mental well-being alongside academic excellence. VSIT has introduced innovative teaching methodologies such as experiential and project-based learning and flipped classrooms to encourage active participation and critical thinking among students The programmes offered such as B.A. in Multimedia and Mass Communications and B.Sc. in Data Science have many interdisciplinary courses such as Financial Accounting, Economics, Communication skills, Foundation Courses related to Humanities etc. The other programmes also offer various cross-disciplinary and inter-disciplinary courses. The institution resides in the heart of the city of Mumbai surrounded by many eminent educational and research institutes in close proximity. The Vidyalanakar Education Campus also houses the Vidyalankar Institute of Technology, an autonomous Engineering Institute affiliated with the University of Mumbai. Further, VSIT has signed multiple MoUs with various international Universities in the USA, Canada, Australia and New Zealand. These associations and relationships with various eminent Institutions have helped prepare VSIT to implement the goals of Multidisciplinary/interdisciplinary education in letter and spirit. With the implementation of NEP by the University of Mumbai, VSIT will be able to leverage its wide variety of courses being offered currently with more flexibility for students as envisaged in NEP 2020.
2. Academic bank of credits (ABC):	The Academic Bank of Credits (ABC) is a virtual storehouse of academic credits earned by students throughout their learning journey. It is a digital infrastructure that will enable students to transfer credits across institutions and disciplines and earn multiple degrees in a shorter time. The ABC was envisioned by the Government of India in the National Education Policy (NEP) 2020. It is a key initiative to make higher education more flexible and accessible to students. VSIT has taken concrete steps towards the successful implementation of ABC such as: 1. Creating awareness about the Academic Bank of Credits (ABC) system. 2. Onboarding of the institute and its students have been done in the last academic year. Fresh students are being onboarded at the time of admission. 3. Appointment of a Nodal Officer to liaison between students and ABC to

	smoothen the process. 4. Uploading of the data on the ABC portal of all students with their ABC IDs in the prescribed format. 5. Equipping our ERP to be ABC-friendly and compliant. The ABC is a major step forward for higher education in India. It has the potential to make higher education more accessible, affordable, and flexible for students. It is a system that will benefit students, institutions, and the economy as a whole.
3. Skill development:	VSIT offers skill development courses and collaborations with industry and organisations to facilitate practical exposure and internships, preparing students for real-world challenges. All programmes offered at all levels are based on industry-relevant skills such as IT, Data Science, accounting, finance, business management, banking, insurance, Media and Mass communications. Various industry certification courses provided by Microsoft, Tally, NISM, Google, etc are offered to students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	VSIT has a Marathi Vangmay Mandal which promotes the Marathi language and culture of our state. To spreading the rich heritage & traditional knowledge, various events and programs such as talks on Chanakya skills in management, Shivaji's war fare technique etc. are organised. Training in Vedic Mathematics is offered to students.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is an approach to designing and delivering education that places emphasis on the desired learning outcomes or competencies that students should achieve by the end of a program or course. The focus is shifted from just delivering content to ensuring that students acquire specific knowledge, skills, and abilities. Key Principles of Outcome-Based Education: 1. Clarity of Learning Outcomes: VSIT has also developed Program Outcomes (POs) and Course outcomes (Cos) based on the syllabus provided by the University of Mumbai. All these are disseminated to the stakeholders through the following channels: • Digital Media - Institute Website (www.vsit.edu.in) and Internal MIS (ERP) Students' web portal /vLive • Print media- Staff Diary, Course diary, Academic Administration Plan, • Semester Induction programme held at the beginning of every new semester 2. Alignment VSIT has done a comprehensive Curriculum Mapping to align each

	course's learning outcomes (COs) with the overall program outcomes (POs). This mapping ensures that every course contributes to the broader educational objectives. 3. Assessment VSIT has developed appropriate assessment methods, such as exams, projects, presentations, and practical evaluations, to measure students' attainment of COs and POs. 4. Continuous Improvement VSIT captures and collates the data on students' performance in assessments and uses it to evaluate the attainment of POs and COs. Analysis of the results is done to identify strengths and areas for improvement 5. Student-Centered The faculty members in each department use the assessment data to provide feedback to students. They further collaborate to make necessary improvements to the curriculum and teaching methodologies.
6. Distance education/online education:	VSIT deployed Lecture Capture Systems in its smart classrooms prior to the Covid19 pandemic. This lecture capture system allows classroom lectures to be recorded, stored on a cloud and accessible on-demand to students from anywhere online. This facility has been well received by the students. Vidyalankar Live (MOODLE) is the LMS used by VSIT prior to the pandemic. During the pandemic, VSIT was one of the earliest institutions in Mumbai which transitioned to MS Teams for Online Live lectures and Academic administration. Currently, VSIT is in the process of further augmenting its online presence and availability to students by the introduction of TCS IoN from the academic year 2023-24 onwards. VSIT students have access to NPTEL /Swayam, Matlab Academy, Spoken Tutorials by IIT,B and in-house developed digital content. Many MOOCs courses are encouraged for students and staff to help them acquire and master new skills. The institution has all the necessary IT infrastructure to support distance and /or online education. VSIT has been an active partner and PCP (Personal Contact Programme) for the Institute of Distance and Open Learning of the University of Mumbai delivering online courses via Live Lectures and active participation in SLM (Student Learning Material) content creation, proctoring examinations and assessment centre.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, with a deep commitment to upholding the constitutional responsibilities of Indian citizens and fostering a profound awareness of civic duties, we have established an Electoral Literacy Club within our college in 2021.
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?	The ELC has been thoughtfully structured as per guidelines given by the government, with the appointment of a teacher coordinator and a team of coordinating faculty members. In addition, the ELC proudly includes active student representatives. ELC is focusing primarily on raising awareness among students about the registration of their names in the electoral list of their respective constituencies. Furthermore, we emphasize the significance and necessity of active participation in the electoral process through voting.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Numerous voter awareness campaigns have been diligently organized within the college, spearheaded by the dedicated members of the Electoral Literacy Club (ELC). These initiatives encompass a wide range of activities, including voter awareness campaigns, promotion of ethical voting practices, and the active engagement of underprivileged segments of society. During special residence camps organized by the National Service Scheme (NSS), ELC members conduct door-to-door visits to educate residents about the importance of voting and ethical voting practices. They extend their outreach efforts beyond the campus by collaborating with local election offices, and conducting drives in both the college and surrounding communities. These drives aim to educate college students and residents aged 18 and above on the process of registering their names in the voters' list. Additionally, on several occasions, the ELC has facilitated voter registration drives and supported the Aadhar card linkage process for both staff and students.
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.	The college has demonstrated a proactive commitment to organizing voter awareness campaigns, voter registration drives, and initiatives to link Aadhar with Voter's ID. These efforts have garnered recognition and appreciation from the local election office, underscoring our dedication to

	fostering active civic participation within our community. Furthermore, our first-year classes' prescribed Foundation Course curriculum provides an in-depth exploration of the significance and necessity of voting. In support of this, several teachers within this subject area encourage students to undertake mini-projects or presentations as assignments, further reinforcing the importance of civic engagement and voting in our democracy.
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.	An online survey conducted the previous year revealed that 78% of the respondents are already registered voters and a significant level of awareness regarding the online process for checking their names in the electoral rolls. Every year, our college places a high priority on encouraging students aged 18 and above to participate in the democratic process. We do so by organizing voter campaigns and facilitating on-site voter registration within the college premises.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2869	2808	2815	2771	2588

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: 89

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

2021-22	2020-21	2019-20	2018-19	2017-18
73	68	68	67	68

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
422.20	241.50	371.65	290.15	190.05

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 Calendar

- The college is affiliated with the University of Mumbai and implements the prescribed curriculum provided by the university.
- Prior to the start of each semester, the college prepares an **academic calendar** for all programs, including the dates of commencement, the last working day of the semester and semester-end examination dates, as per the notifications issued by the University of Mumbai.
- Based on the calendar, each faculty member develops an **Academic Administrative Plan** and maintains up-to-date academic records for monitoring and audit.
- The academic plan also encompasses beyond syllabus activities (BSA) such as guest lectures, workshops, co-curricular, and extra-curricular activities, which are collated by each department and then integrated into the college's common academic calendar.

Curriculum planning:

- The syllabi are made accessible to students through the college website and library.
- Departmental meetings are held to distribute the work engagement, during which HODs discuss topics and teaching methods for each faculty member.
- Planning for practicals, tutorials, field/industrial visits, and expert interactions occurs at the start of each academic year.
- At the beginning of each semester as part of the Semester Induction programme, learners are given comprehensive information about the modules, including elective courses.
- Teachers maintain a course diary, documenting the teaching plan, delivery schedule, module details, and teaching tools used throughout the curriculum delivery for each course per class.
- Faculty members participate in syllabus-related workshops to ensure effective implementation.
- Academic Preview Process (APP) is conducted at the beginning of each semester as an IQAC initiative. A panel verifies preparedness as per the standard Preview format and suggests updates if required.

Effective Curriculum delivery:

To ensure the student's active engagement in the learning process, the effectiveness of curriculum delivery is optimized through the following strategies:

1. **Modern Pedagogical Approach:** This involves the integration of smart classrooms and various information and communication technology (ICT) tools for conducting lectures, lab sessions, and tutorials as foundational elements of the instructional methodology.
2. **Enriched Curriculum:** The curriculum's enrichment is achieved by integrating diverse activities like industrial visits, internships, workshops, mini projects, student debates, group discussions, seminars, role plays, value-added courses, and certificate courses. Additionally, the incorporation of novel tools and simulators, along with the utilization of online platforms like NPTEL's MOOCs, contributes to this enrichment.
3. **Student-Centric Learning Methods:** Emphasizing the student's active role, these methods encompass experiential learning through industrial visits, internships, and workshops, collaborative techniques such as group projects, role plays, debates, and presentations, alongside problem-based learning involving experiments, case studies, and assignments. Faculty members make themselves available after class hours to clarify students' doubts and simplify curriculum delivery by teaching outside the classroom.

Continuous internal evaluation:

- The college has formalized Continuous Internal Evaluation (CIE) as a part of internal assessment.
- The Institute's Internal Assessment System aligns with university guidelines and stakeholder input.
- It consists of two tests covering syllabus portions and ongoing Term Work assessment.
- Transparency is ensured through shared schedules, rubrics, expert reviews, and accessible resources.

File Description	Document
Upload 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: 83

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](#)

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: 63.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
2538	1857	2059	1119	1240

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:

VSIT prioritizes cross-cutting themes such as **Professional Ethics, Gender, Human Values, Environment and Sustainability.** These topics are embedded in the curriculum and further reinforced through committee activities, fostering student awareness as outlined below:

Professional Ethics:

Ethical approach acts as a beacon of light for students in their personal as well as professional life.

More than 70 courses such as 'Business Ethics and Corporate Governance', 'Media Laws and Ethics' in the curriculum inculcate professional ethics amongst students and help them to manoeuvre with an upright moral compass.

VSIT initiates various beyond-curriculum activities through workshops and seminars like, presentation skills, campus to corporate, team building activity, labour laws, etc. which incorporate professional ethics.

Gender:

Gender-neutral and safe environment is nurtured in our campus. VSIT actively conducts periodic events on self-defence and sensitization events. **12** different courses such as "Media, Gender & Culture", "Foundation course I", etc, highlights gender friendly discourse.

The Internal Complaints Committee (ICC) organizes seminars and guest lectures promoting gender inclusivity. Topics covered include the portrayal of women in media, female foeticide, challenges faced by women entrepreneurs, and celebrations for International Women's Day.

The Institute's distinctive **'Stree'** initiative, organized by Women in Engineering (WIE), plays a pivotal role in dismantling biases and fostering gender education. Through awareness campaigns on breast cancer, menstrual health, and preventing sexual abuse, the initiative actively promotes gender equality.

Human Values:

VSIT endeavours to instil the ethos of **Learn, Earn, and Return** in every student. Human values education nurtures **empathy, compassion, and appreciation for varied cultures and beliefs.** The curriculum includes over 15 courses focused on human values, such as 'Foundation of Human Skills', 'Motivation & Leadership', 'Organizational Behaviour', 'Customer Relationship Management', 'Human Resource Management' and 'Organization Development' reinforcing this commitment.

The **Extension units of VSIT** via their outreach endeavours, foster awareness among learners about resource-sharing with the less fortunate. They regularly organize initiatives including blood donation camps, campaigns about organ donation, polio drives, beach cleanups, rural outreach, and eco-friendly Ganapati celebrations. The extension unit arranges diverse events such as street plays focusing on waste management, sustainability, and tolerance, providing students with valuable additional exposure.

Environment & Sustainability:

The Institute is committed to advancing the global Sustainable Development Goals (SDGs). Diverse

subjects in the curriculum cultivate environmentally aware students and global citizens. Courses like 'Environmental Management' and 'Green Computing' are tailored for future needs. Events like seminars on International Yoga Day, World Bicycle Day, and recycling promote eco-responsibility, fostering a green campus and world.

VSIT translates sustainability from rhetoric to action through initiatives like green audits, STP, energy-efficient lighting, recycling bins, composting, and e-waste collection. Environmental and sustainability perspectives inspire students to innovate for a greener future.

These endeavours aim to empower learners to effect positive change locally, nationally, and globally.

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

1.3.2

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

Response: 71.94

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

Response: 2064

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 96.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
1133	968	1000	998	978

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

2021-22	2020-21	2019-20	2018-19	2017-18
1260	1000	1000	1000	1000

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](#)

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: 55.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
312	247	241	217	240

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

2021-22	2020-21	2019-20	2018-19	2017-18
547	432	432	432	432

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 39.3

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:

Developing strategic **student-centric teaching pedagogies** is crucial to the teaching-learning process to align with the objective of the institute and ensure skill enhancement. The specific teaching-learning methods are identified during the presentation of an **Academic Administrative Plan (AAP)** in consultation with the Head of the Department, Chief Academic Officer, Cluster Mentors, and External Academic, and Industry mentors. This allows for a multi-perspectival improvement of the methodologies to be incorporated for each course.

Experiential Learning: Kolb's cycle on experiential learning is centred on 4 stages: active experimentation, concrete experience, reflective observation, and abstract conceptualization. Student-centric teaching methods are developed in alignment with these 4 stages.

The methods adopted in the institute are as follows:

Active experimentation	Laboratory Experiments and Workshops
Reflective observation	Industrial visits
Concrete experience	Internships, Campus placements, Live Projects, Final year Projects
Abstract conceptualization	Exhibitions – Students present their project at Tantravihar, an annual intra-collegiate project exhibition, and also participate in the University-level Avishkar Research Convention.

Participative Learning: Active Participation in Learning: At VSIT, we prioritize participative learning, fostering collaboration and skill enhancement among students. We employ various techniques, including:

1. **Student Presentations:** Providing a platform for students to hone technical and soft skills while mastering their subjects.
2. **Group Projects:** Cultivating teamwork, effective communication, and idea exchange through collaborative projects.
3. **Mini Projects:** Engaging in hands-on tasks like graphical tools-based animation, portfolio management, and financial management.
4. **Role-Plays:** Simulating real-world career scenarios to develop practical skills.
5. **LMS/v-Live Platform:** Enabling students to share, discuss, and debate ideas through our online learning platform.
6. **Student Chapters and Clubs:** Associations like IEEE, CSI, Enactus, and Commerce Association expose students to real-world trends and practices.

Problem-solving methodologies: This methodology presents an open-ended problem for which alternatives must be uncovered.

1. Case-study workshops and competitions.
2. PBL experiments are conducted across departments to foster analytical skills.
3. Brainstorming
4. Financial Statement Analysis

Empowered by ICT Tools: VSIT employs advanced technology to elevate teaching and learning experiences.

- Engaging Interactive Assignments, Quizzes, and Crosswords captivate students.

- Our Wi-Fi-enabled campus and enriched e-resources like v-Refer and MOOCs empower self-paced learning, with the potential to earn recognized certifications.
- Lecture capture archives classroom sessions in an online repository, facilitating review.
- Well-equipped laboratories such as a dynamic Interactive Language Lab, Media Lab, dedicated Research Lab, Computer Labs and Electronics Lab impart practical concepts adeptly.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 91.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
79	75	75	75	73

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: 52.91

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**

2021-22	2020-21	2019-20	2018-19	2017-18
43	40	37	32	30

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	**View Document**
Institution data in the prescribed format	**View Document**
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**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:

An effective assessment framework is established, adhering to the University of Mumbai's guidelines, and incorporating insights from faculty members and stakeholders. The Institute's commitment to quality education is evident through the following measures:

Internal Assessment:

- For every course the process of continuous Internal Assessment is planned, verified and approved as part of the Academic Administration Plan (AAP) by the Cluster mentor, Academic Mentor, Industry mentor, Chief Academic Officer (CAO), and Head of Departments (HoDs).
- This is **shared with all the students** as part of AAP and is also available on college portals such as v-refer/ MS Teams.
- The IA and External Evaluation weightage, scheme, and schedule are presented to each class during induction i.e., in the first week of the semester.
- The schedule of the IA test is shared on multiple platforms to ensure faster and wider dissemination such as the college website, notice board, Microsoft Teams, class groups, and student portals.
- IA test papers are audited by Cluster Mentors and HoDs to ensure the quality of questions asked.
- Model solutions are prepared by faculty members to help students to introspect and for exam

preparation.

- Assessment of answer sheets is done after the Internal examination within 15 days. Cluster mentors moderate selected assessed papers to regulate the quality of assessment. It **ensures efficiency, transparency, and quality**.
- IA test results are declared and feedback is provided to students for improvement.

External Assessment

- College ERP (VMIS) is used for Exam Announcement, Exam form Registration, Result processing, Revaluation, and Photocopy applications.
- At the end of the semester, an External Assessment is conducted by the college for FY and SY students.
- Question paper setting, Paper auditing, and proofreading are done with strict supervision of the exam cell.
- After examination, the Centralized assessment process (CAP) is conducted to ensure **transparency and timely declaration** of results. Auditing of assessed answer books is done by cluster mentors/ HoDs.
- Moderation of answer books is conducted by external examiners.
- For Final year students and PG students, the examination is conducted by the University of Mumbai.
- The model solution is uploaded on student portals after the examination and made available in the library. Solutions of papers from the preceding year are also available.
- All results are processed and published within 15-20 days much **prior to university-approved timelines.**

Grievance Redressal

- Students can apply for revaluation and/or photocopies of specific courses online using the college ERP up to 7 days from the date of declaration of results.
- The processing and coordination of the revaluation cases will be done by the Exam cell; the verification and rectification, if required, in these cases will be done as per university-prescribed procedures.
- The process of revaluation is completed within a period of 15-20 days from the date of receipt of the application, much earlier university-prescribed 45-day window.
- Unfair means committee is constituted as per Act and regular vigilance is conducted during all assessments. Unfair means the committee meets and adjudicates all cases after giving an unbiased hearing to all parties covered within the timeline.

File Description	Document
Upload 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:

The college website and student communication channels are used to convey Programme Outcomes (POs) and Course Outcomes (COs) for all programmes being offered at VSIT.

The University of Mumbai prescribes the Programme Outcomes and Course Outcomes through the various Board of Studies for each specific programme. The POs and COs are designed with the aim of enhancing students' subject knowledge, progressing from fundamental principles to more advanced concepts.

The Course Outcomes are developed in alignment with industry standards, focusing on employability skills and the knowledge required for success, as per the University of Mumbai's guidelines. The Institutional Quality Assurance Cell (IQAC) of the institution provides timely guidance to departments regarding the POs and COs by organizing various workshops, seminars, webinars, and faculty development programs.

The Institute ensures that the course outcomes are achieved through the dissemination of knowledge by way of theory as well as its application in the subject area. They reflect the competencies needed to meet the challenges of that particular course. It is expected that the student can apply the knowledge at the end of the course.

COs and POs are disseminated to the stakeholders through the following channels:

- Institute Website (vsit.edu.in)
    - College Website provides PO and COs for all Programmes on their respective programme-specific web pages prominently.
- ERP College Web Portal (V-MIS)
    - V-MIS the college ERP web portal is accessible to all students - staff and provides downloadable versions of the PO - COs.
- Notice board
    - The PO - CO are displayed on the college notice board.
- First Year Orientation
    - During the First year Orientation programme, the Programme outcomes and Course outcomes are presented to students and parents.
- Induction programme
    - During the Semester Induction programme at the beginning of every semester, the Programme outcomes and Course outcomes are presented to students by the class teacher.
- Digital Signage
    - The PO - COs are displayed on the college digital display screens (Digital signage) at various locations periodically.
- Course diary
    - The Course diary is filled by the faculty members where they list and provide PO - CO mapping.
- Academic Administration Plan (AAP) Document
    - PO-CO mapping is accessible to students as part of the AAP document which is uploaded

on the Student Repository (VLive / MS Teams)

- AAP is discussed in lecture #01 of every course where the COs and the CO-PO mappings are presented to students.

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:

To effectively implement COs and POs, VSIT has adopted a systematic approach towards evaluating attainment:

Course Outcome Attainment:

The calculation of Course Outcome attainment is based on the following components:

Internal Evaluation (25% Weightage)

- Term Work
- Mid Term Test
- Lab performance
- Other components (Pop Quiz, Take Home Task, Problem-Based Learning, One Minute Paper, MOOC, Spoken Tutorial, Guest Lecture, Workshop, Value Added Courses, NPTEL course, Flash Card, Online games

External Evaluation (75% Weightage)

- End Semester Practical/Viva-Voce Examination
- End Semester Theory Examination

For calculation of the threshold value of a course for internal evaluations, the average results of the

internal evaluation of the current academic year are considered and for external evaluation, the average result of the external evaluation for the past three years is considered.

Three levels namely 1, 2, and 3 are defined for respective attainment components. Levels are based on the percentage of students who are scoring above the calculated threshold value.

For example, if the threshold value is 50% then we must find out the percentage of students scoring above 50%. If this percentage is greater than or equal to 60%, 70%, and 80% then Level 1, Level 2, and Level 3 are attained respectively. After the calculation of this level, it is multiplied by the respective weightage of that component to calculate the attainment of that component.

Program Outcome Attainment:

The calculation of PO attainment is based on the following components:

1. Direct Tools: Course Outcome attainment (75% Weightage)
2. Indirect tools: (25% Weightage)
   - Program Exit Survey (PES) 25% of 20%
   - Alumni Feedback (ALF) 25% of 20%
   - Employer Survey (EMS).

PO attainment using direct tools:

The COs of each course are mapped to the POs. As per the calculations of attainments of individual COs of each course, the PO attainment is calculated for that course and subsequently for all the courses in that programme. Final PO attainment is calculated by multiplying with a weightage of 80%.

PO attainment using indirect tools:

Program exit survey (PES): A survey is conducted after the completion of the program. Students evaluate each program outcome on a scale of 0-3 where 0 indicates poor, 1 is moderate, 2 is good and 3 is excellent.

Employer Survey (EMS): A questionnaire is provided to the employers who have employed our graduates. Employers provide feedback about the knowledge, skills and attitude of the graduates on a scale of 0-3 where 0 indicates poor, 1 is moderate, 2 is good and 3 is excellent.

Alumni Feedback (ALF): A questionnaire is provided to our alumni working in allied and core sectors of engineering. They provide feedback about the knowledge, skills and attributes required for their field of specialization on a scale of 0-3 where 0 indicates poor, 1 is moderate, 2 is good and 3 is excellent.

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: 94.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
1044	1085	1024	811	729

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

2021-22	2020-21	2019-20	2018-19	2017-18
1060	1088	1025	924	873

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.92

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: 11.54

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
1.88	0	2.01	1.40	6.25

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

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

- **Institution's Innovation Council (IIC)**
  The institute's is registered with IIC & is **rated 3-star** for its performance.
- **Entrepreneurship & Innovation Cell**
  E-cell conducts events like Bizcon(inter-collegiate event), Boot Camp, Impact Lecture Series, & Podcast series to recognize growing business visionaries.
- **Incubation Center**
  The campus provides space for students to nurture their entrepreneurial spirit and develop their ideas in a systematic and scientific method. Various provisions are made to identify, motivate and

mentor students through the Incubation centre.

Indian Knowledge System

VSIT has a Marathi Vangmay Mandal which promotes the Marathi language and culture of our state. To spread the rich heritage & traditional knowledge, various events and programs such as talks on Chanakya skills in management, Shivaji's warfare technique, Training in Vedic Mathematics are offered to students.

Intellectual Property Rights

The R&D committee organises seminars, workshops, and training programs focussing on IPR, patenting & copyrights. In last five years, the efforts resulted in 3 Patents being registered, 19 Copyrights being filed.

Creation and Transfer of Knowledge

College has formed R&D Committee for transfer research knowledge through following initiatives.

Funded Research Projects To motivate faculty & students to undertake Minor Research Projects funded by External Agency like ICSSR and University of Mumbai. In the last five years, an amount of 11.54 lakhs was sanctioned for 17 MRPs.

Research Conference

V-CMT is a two-day multi-disciplinary International Conference organised annually where eminent speakers are invited, & more than 500 research papers have been presented.

V- Search

To inculcate research practice among the students, the institute provides platform V-Search which is national-level research paper conference. Selected research papers get published in research journal Vijanan with ISBN Number and more than 300 research papers were published.

Avishkar

Students are encouraged to participate in Avishkar, the State-level Research Convention. In the last five years more than 150 students participated and won.

Research Publication

In last five years, 42 research papers were published in SCOPUS, Springer & UGC CARE journals & 495 research papers in other conference proceedings/journals. The Institute provides assistance in the form of leaves and financial support to undertake research activities.

Pradnyaa International Journal of Multidisciplinary Research - A double-blind peer-reviewed Bi-Annual Online journal that publishes articles contributing to new results in all areas of Information

Technology, Commerce, Management, and Arts.

Publication of Books

97 books were authored by faculty in the last five years.

Research Centre: The institute has Ph.D. centre affiliated to the University of Mumbai for Business Economics (Faculty of Commerce), established in the year 2017, has 3 research guides with 8 students registered.

Research Lab

The Institute has set up a Research Lab with required research tools, applications & online resources to help faculty & students to pursue research activities.

File Description	Document
Upload 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: 66

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**

2021-22	2020-21	2019-20	2018-19	2017-18
20	15	12	8	11

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: 0.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	6	13	4	6

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](#)

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: 3.26

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**

2021-22	2020-21	2019-20	2018-19	2017-18
134	42	56	47	11

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](#)

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:

"Making students aware of the societal and environmental needs with specific appreciation of the emerging global context" is one of the vision statements of our college. To achieve this goal our college conducts many extension activities through various committees like the Women's Development Cell, Student's Council, and other clubs. Whereas National Service Scheme (NSS) and Department of Life Long Learning (DLLE) units of our college specifically carry out many outreach activities in association with Local Authorities, corporations, Hospitals, NGOs to reach out the community in the vicinity. It also ensures holistic development of students through involvement in social initiatives for community development.

Highlights of Extension/outreach activities undertaken from 2017 to 2022 and its Social impact:

1. **Environmental Initiatives and Swachha Bharat Abhiyan:**
   - Beach and Mangroves Cleaning – 50 Drives - Removed 55,000 kgs. Plastic Waste
   - Nirmalya Collection Drives During Ganpati, Navratri Festivals - Collected 13,000 kgs. Nirmalya - Proper Disposal through Municipal Corporation
   - Bottle for Change Campaign in Bisleri – collected 363 kg plastic bottles for recycling.
   - Tree Plantation and Sapling Making Drives - 1754 Plants
   - Other cleanliness Drives in colleges, stations, and public places
   - Wall Paintings at Railway Stations
2. **"Say No to Plastic" Campaign:**
   - Produced 80,000 Paper Bags from old newspapers
   - Created 2,500 Cloth Bags
   - Distributed to Local Vendors and Public
3. **Educational Support:**
   - Prepared 1,500 Notebooks from Scrap Pages
   - Distributed among Underprivileged Children
4. **Education Outreach:**
   - Teaching Engagement: 35+ Street Children (Don Bosco Shelter) and 40+ Underprivileged

Children (Adopted Village)
- Assisted NGO Seva-Sahyog with School Kit preparation to distribute in villages: Beneficiaries 2500
- V-Shala – E-learning for Government schools.

5. **Health Initiatives:**
   - Organized 85 Blood Collection Drives - Collected 8290 Blood Units - Potentially Saved 24870 Lives
   - Heath and Eye Check-up Camps
   - Assisted BMC for Surveys on Leprosy
   - Awareness rallies and street plays about measles-rubella, malaria, hepatitis B, HIV, Leprosy etc.

6. **COVID-19 Relief:**
   - Distributed 11502 Food Packets
   - Mask Making and Distribution
   - Cleaning and sanitation of own societies by volunteers
   - 10 Blood Donation drives:2422 blood units -potential life-saving 7266

7. **Polio Immunization Support:**
   - Assisted Municipal Corporation (BMC) for Conducting 15 Polio Immunization Drives
   - Vaccinated 23,999 Children

8. **Road Safety Activities:**
   - Crowd Control during Festivals
   - Queuing Arrangements at Bus Stops
   - Helmet and Seat Belt Awareness
   - Anti-Rash and Drink & Drive Campaigns

9. **Voter Awareness:**
   - Voter Registration Awareness – Beneficiaries Approx. 1000
   - Assisted 85 Students to Obtain Voter IDs

10. **Civic Awareness Programmes:**
    - Field Visits to an Old Age Home, Leprosy Rehabilitation Centre, Adivasi School etc.
    - Observation/celebration of Days of National and International Importance
    - Conducted Sessions and performed street Plays on various Social issues related to Gender Equality, Health, Career and Skills, Financial Literacy, Road Safety etc.

11. **Durable Assets creation in Adopted Villages:**
    - Built Bunds at adopted Village (Estimated Worth: Rs. 40,000)
    - Constructed Pond and Repaired Road and Pathway at adopted Village (Estimated Worth: Rs. 50,000 and Rs. 20,000 respectively.

Appreciation and Rewards: The college have been recognised with various awards and appreciation. Many students were selected at university, state, and National camps due to their holistic Development through community activities

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

3.4.2

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

Response:

As a recognition of extension/outreach activities conducted by the college several awards, appreciation, and recognitions are received by the college, teachers, and students from government and government recognised bodies like University, Municipal Corporations, railways, Blood Banks, corporations, and NGOs.

Major Awards and recognitions received during 2017-22:

- As a recognition of social contribution, NSS unit and NSS PO had been awarded with **The Best NSS Unit Award** and **The Best NSS Programme Officer Award** at the District Level by the **University of Mumbai** twice in 2017 and 2022.
- College NSS unit and NSS PO were **felicitated by the Bisleri Pvt. Ltd.** for the years 2017-18, 2019-20, and 2020-21 for their exceptional contribution to "Bottle for Change campaign".
- College was **felicitated with a trophy by the University of Mumbai** for the contribution in conduct of **Blood Donation** drives at Railway stations during Covid-19 period.
- **Western Railway appreciated** our college with certificate for **wall painting** done at Matunga Road Railway Station under the **Matunga Station Art Project**.
- Received **Appreciation Letter** from **Annamitra Foundation** for **Daily Food Distribution** drives for **2 months** at TATA and KEM hospitals during Covid-19 period.
- **University of Mumbai** felicitated Mr. Kishore Gunduwar with **Appreciation Letter** for his selfless and volunteering service at the building collapse disaster**.**
- College and students received several Appreciation certificates in all 5 years for their contribution to **Blood Collection** drives from Various **Government Hospitals**, Anviksha Blood Bank, and other NGOs like Rotary Club.
- Received **Appreciation Letters** from **Mumbai Municipal Corporation** (BMC) for their contribution to **Survey on Leprosy** in 2018 and 23999 vaccinations under **Polio Immunization Drives** for 2017-2022.
- Our Vice Principal and 3 students received grants of Rs. 20000 and Rs. 25000 per student for conducting **Road Safety Ranger Programme** from **TRAX (Delhi) and YSA (America)** in 2019-20. They were also felicitated with a trophy for the same.
- Appreciation letter received from Maharastra Police for exceptional contribution during Ganeshotsav.
- Our Vice Principal and 3 students received grant of Rs. 30000 for conducting **Road Safety Activities** from **TRAX (Delhi) and YSA (America)** in 2017-18
- Our **NSS PO** has been appointed as **Area Coordinator** and member on several Organising Committees for State and National Level Camps organised by **University of Mumbai** since 2015.
- Our **DLLE coordinator** was promoted as **field coordinator** by **University of Mumbai** in 2020.
- Our DLLE unit has won **First Prize** in Street Play at UDDAN **University Level** Competition.
- Many of our students were selected for various camps as under.

- ○ **National Level Camps – 2**
    - ▪ National Integration Camp – 1
    - ▪ Adventure Camp – 1
- ○ **State Level Camps – 10**
    - ▪ SRD Organising Team – 1
    - ▪ AAVHAN Disaster Management - 6
    - ▪ EK Bharat Shrestha Bharat - 1
- ○ **University and District Level Camps and Workshops - 20**
- • Our NSS unit won various Awards in Street Play and other Competition as under:

- ○ **State Level** - 3

- ○ **University Level** – 8

- ○ **District Level** – 12

File Description	Document
Upload 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: 83

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**

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	20	20	15

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](#)

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: 28

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](#)

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 college infrastructure is intended to encourage and improve collaborative activities. It is sufficiently secure, and all necessary safety procedures are in place. In addition, maintenance policies are set to monitor the state of the infrastructure.

Academic Infrastructure

Classroom facilities:

All 34 classrooms and 5 tutorial rooms are equipped with an LCD projector / Smart Interactive Boards and air-conditioning system. Several classrooms are equipped with a lecture capture system to record lectures and provide those recordings on-demand.

Seminar Halls & Auditorium:

6 seminar halls, Tree Area & Auditorium equipped with a projector, Wi-Fi, needed acoustics, air-conditioning, lighting, furniture, and fixtures used for seminars, conferences, and other literary events.

Laboratories:

All laboratories are equipped with the necessary hardware and licensed software. The college always upgrades its technological aspects by improving its IT facilities. VSIT is *Microsoft Academic Alliance partner* and provides the state of the art ICT tools for students and staff.

- *Computer lab*: All 9 computer labs have the requisite software installed to encourage practical training.
- *Electronics lab:* The electronics lab equipped with kits and software for conducting IOT, Embedded systems, and Microprocessor practicals.
- *Research lab:* The institute has 1 research lab that perfects study and research for both teachers and students.
- *Media lab:* The institute has a media lab with state-of-the-art equipment to explore new media technology and develop creative content.

ICT Facilities

- *IT Facilities:* 10 servers are used for the administrative operations in the office, library, ERP, and lecture management system. Adequate access points placed at all strategic locations extend the wireless coverage on campus through fiber optics cable having 800mbps of bandwidth.
- *3D Printer & V-print:* Other technological facilities include 3D Printing and VPrint, an ultramodern centralized printing service that allows users to give print jobs from around the globe to "Any Time Print" stations available on campus.

Cultural Facilities

Amphitheatre: A space near the S-Den with a gallery seating, called the amphitheatre, is used by students for games and cultural activities.

Open Stage: Provides students with ample opportunity for organizing and participating in cultural activities.

Auditorium: An award winning auditorium is used for cultural events and conferences.

Counselling/ Mentoring: A separate room is supported for students to communicate to seek counselling from the college counsellor.

Sports and Gymkhana Facilities

VSIT has outdoor sports facilities include **2 playgrounds and 2 courts** (Basketball/Volleyball and Badminton).

The institute promotes **yoga and other fitness activities** for students and teachers by conducting sessions on a regular basis.

The Institute has qualified sports directors, and coaches to train and coach students in preparation for various competitions and events.

Students' Den is a student haven for sports and cultural development. Facilities for indoor games such as chess, carrom, air hockey, foosball, and computer games are available. There is a separate room for karaoke too.

Other Amenities

- Ladies Common Room
- Infirmary
- Counselling Center
- 3 canteens
- Food outlets such as CCD and Nescafe
- Water Purifier

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: 35.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
63.52	162.26	158.87	115.19	32.61

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](#)

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:

The VSIT Library collection has all required resources which includes more than 10,000 physical resources, as well as an extension of eBooks and online databases for user reference. The library and reading hall have 160+ seating capacity and is well-equipped with Wi-Fi and it is entirely air-conditioned. A digital zone has 10 desktops to assist library users in locating information for their academic needs via the internet and electronic sources.

Library automation uses software to perform traditional library activities that include acquisition, cataloguing and circulation, stock verification, and generation of various reports. The Institute has developed its own Library Management Software which is available to all stakeholders.

Functions of Library Management Software (ILMS)

1. **Access:** It is accessible to all via the Internet/Intranet.

2. **Nature of automation:** All the Library functions are fully automated.

Library e-Resources:

1. **E-Books:** The library has subscriptions to e-books from reputed publications such as McGraw Hill and Pearson.

2. **E-database:** The library has subscriptions to databases like:

- **IEEE**: The IEEE database is quite helpful for students of information technology and data science. It has a digital library of more than 5 million documents of standards, eBooks, research publications, etc.

- **EBSCO**: EBSCO hosts a range of research publications and e-books that enable the students and faculty members of the Commerce, Management, and Arts Department to explore their research acumen. It helps students to prepare for projects and exhibitions.

- **K Hub IT**: Knowledge Hub is a virtual library meant specifically for those interested in the engineering domain. Students make use of this for presentations, writing research papers, and technical activities.

- **N List** (Through MOU): A Memorandum of Understanding with St. Xavier's College (Autonomous), Mumbai allows VSIT students and staff members to access research papers, e-books, and other scholarly materials via the N-LIST.

Books and Journals:

New books for reading and reference have been added to the collection along with new editions of earlier reference books. Tech, economics, accounting, communication, and various other print journal issues are also available to enable students and faculty members to stay abreast with the developments in their subject domain.

Library Website

The library website functions as an e-catalog which has information about books and journals available, library timings, and facilities. Additionally, activities organized by the Library Committee are announced on the website.

https://vsit.edu.in/library.html

Daily footfall

Students and teachers visit the library from 9 a.m. to 6 p.m.(extendable on student request) to refer, study, read, and take part in peer group study and library activities. Assignments, project preparation, exhibitions, reading, and group activities also occur in the library. The library is equipped with computers to access e-resources in college.

Over the course of the year, the library sees a substantial number of visitors. The level of patronage reflects a strong inclination towards both studying and engaging in activities like reading newspapers and planning various activities. The institution consistently allocates sufficient funds to acquire materials in response to user requirements.

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:

Bandwidth & Connectivity:

1. **Wi-Fi access with Firewall:**

a. The institute has 9 access points to access Wi-Fi with the speed of 800 Mbps offered by two ISPs with valid credentials.

b. Sophos security system is in place; it is regularly updated to restrict unauthorized access.

Year	Bandwidth?

2021-2022	Hathway300 Mbps?
	Vodafone 500 Mbps?
2020-2021?	Hathway 300 Mbps?
	MTNL 100 Mbps?
2019-2020	Hathway 300 Mbps?
2018-2019	JETNETCOM 100 Mbps?
2017-2018?	MTNL Internet 100 Mbps

2. Administration Facility:

a. E-Governance is achieved using V-MIS. All the stakeholders are provided with login credentials. Only authorized users can log in to the College ERP.

b. Employees can view their profile, attendance, salary structure, leave application, student data, book information, activity calendar, etc.

c. Students can view their profile, fees status, exam form filling, results, activity calendar, railway concession form, etc.

3. e-Learning Facility:

a. MS Outlook: Students and faculty members are provided with Outlook email IDs, which they can use for Official communication.

b. MS Teams: Teams is used as a Virtual Teaching-Learning platform. Teachers conduct lectures, Practical, Project Viva, or any other meetings through this application.

c. MS Stream: Another app used where all the recorded lecture videos are stored, which students can watch at any time.

d. Virtual office hours: This was used as a Virtual doubt-solving session for students during the pandemic. Every subject gets a day and time in a week. Students can connect with the link & have their doubts solved by subject teachers. Stakeholders have access to 15GB of internal storage through OneDrive.

4. V-refer: A file transfer protocol (FTP) repository for students to access educational materials in the form of digital content.

5. MOOCs: The college has collaborated with Spoken Tutorial by IIT, Bombay & NPTEL through which several courses are offered to students & faculty members.

6. Software: A list of software (paid/free) is renewed as per the semesters.

7. V-Print: The college has a web-based centralized printing service that allows users to give print jobs from any location to "Any Time Print" stations at the Institute.

8. 3D printers are installed to increase active learning & empower students to use critical thinking skills.

The college has two 3D Printers installed in the Electronics Lab.

9. Projectors: To aid the teaching-learning process, projectors have been installed in the classroom and tutorial room. There are multiple portable projectors that are used for Lab sessions.

10. Communication Facility:

a. Websites: Websites are developed with the intention to show self-expression & growth. VSIT has its website developed and maintained in-house by our faculty members. The website is streamlined regularly to cater to the needs of stakeholders who want to access the information anytime anywhere.

b. Online Admission Process: An Online Admission process has been implemented since the pandemic for ease of admission. https://vsit.edu.in/admissions.html

By recognizing the necessity of providing students with robust and comprehensive IT facilities that enable new sorts of engagement and learning, the institute has always been ahead of the curve in modernizing its IT infrastructure and providing adequate bandwidth.

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: 7.36

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

Response: 390

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: 38.18

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
278.43	18.20	119.13	85.89	77.06

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for 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: 72.05

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**

2021-22	2020-21	2019-20	2018-19	2017-18
2114	2163	2024	1861	1817

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](#)

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: 55.81

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**

2021-22	2020-21	2019-20	2018-19	2017-18
1374	2249	1017	2083	1007

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: 65.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
652	594	721	546	538

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

2021-22	2020-21	2019-20	2018-19	2017-18
1044	1085	1024	811	729

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: 24.3

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.)**

2021-22	2020-21	2019-20	2018-19	2017-18
150	82	99	45	23

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**

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: 32

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*

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	5	15	10

File Description	Document
list and links to e-copies of award letters and certificates	[View 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: 6

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	8	5	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:

The alumni association of VSIT provides a forum for all ex- VSITians to reconnect, interact and support the institute and existing students with a vision of nurturing young minds scientifically and technically.

Alumni Association

Alumni Association has a team comprising elected officers or appointed board members. This team is responsible for overseeing the association's activities, making decisions, and setting goals and priorities.

Post	Candidate
President	Mr.Sagar Pandurang Amale
Vice-President	Mr.Surabh Rane
Secretary	Ms. Mrunali Kadam
Joint- Secretary	Ms. Shruti Maheshwari
Treasurer	Ms. Nisha Chabriya
Alumnus	Mr. Abhinay Tharwal
Alumnus	Mr. Aniket N.Singh
Alumnus	Mr. Arjun Singh
Alumnus	Mr. Ali Mehdi Ayaz Hussain Mukadam
Alumnus	Ms. Sucheta Kalwe
Alumnus	Mr. Muvic Jain
Alumnus	Mr. Rohnish Shinde
Alumnus	Mr. Anupam Adak

Alumni Database and Outreach:

Alma Shine is the portal designed to keep track of all alumni professional details. It contains a yearbook and an alumni directory. This directory contains the program/course of the Alumni, and the name of the company or higher educational institute they have joined. The total no. of registered and active alumni is

approximately 6000. Important information related to events, achievements, and opportunities is informed to our alumni on a regular basis.

Contribution from Alumni

- *Networking Opportunities*- Alumni associations often organize events and gatherings that facilitate networking among graduates, creating a strong professional and social network that can be beneficial for job opportunities and business connections.
- *Curriculum Enrichment* – Alumni helps in enriching the curriculum by extending their domain knowledge to our students in terms of seminars, workshop, or training programs. Approximately 7 to 8 alumni are invited every year to offer various courses.
- *Distinguished speakers*- VSIT feels proud to invite their alumni as distinguished speakers for the Annual degree distribution.
- *Mentorship and career support*- We also invite our alumni to guide our students for various projects as well as professional and personal mentoring. help the placement cell by providing internship opportunities for the students. They work like a close motivator for our students.

Alumni Meet

The Alumni meet in VSIT is V-Meet which is conducted every year where the alumni meet and share their valuable experience and give current insights into the industry that helps to bridge the gap between academia and industry. The renowned alumni are awarded as Star Alumni based on their achieved exceptional success and recognition in their respective fields.

Our alma mater and its achievements reflect positively on our college's reputation.

Sr. No	Name	Designation
1	Swetank Prasad	Director, Morgan Stanley
2	Madhur Guram	Director, OSEM Industrial Solutions Pvt Ltd
3	Aniket Singh	Assistant Vice President, Marsh and Mclenan Company
4	Prakash Tiwari	Vigilance Inspector, Indian Railways
5	Fahad Malim	Mr. India International finalist, Mr. IFF (Top5), Mr. Pune Elite (1st runner)
6	Lokesh Patil	World Record , Youngest Marathoner
7	Sagar Amle	Super Model
8	Agasti Lavan	Entrepreneur

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:

The alignment of institutional governance and leadership with the **Vision and Mission** of the institution is a pivotal factor in ensuring its holistic development and progress. Vidyalankar's proactive and energetic management comprises academicians with industry experience who aim to cultivate responsible citizens by providing education in a scholarly environment aligned with their vision and mission. VSIT emphasizes character-building for nation-building, guided by a set of values embedded in all aspects of teaching and learning.

The institution's adaptability and responsiveness to modern educational approaches are exemplified by the implementation of the **National Education Policy(NEP)**. In line with the NEP's focus on holistic development, the institution has prioritised co-curricular activities and sports, nurturing students' physical and mental well-being alongside academic excellence. VSIT has introduced innovative teaching methodologies such as experiential and project-based learning, and flipped classrooms to encourage active participation and critical thinking among students. The institute also offers skill development courses and collaborations with industry and organisations to facilitate practical exposure and internships, preparing students for real-world challenges.

The **Sustained Growth of the Institution** stands as a testament to its effective governance, leadership, and strategic planning. The institution's consistent expansion and enhancement of offerings, infrastructure, and academic reputation reflect not only effective management but also a visionary approach that adapts to the ever-changing educational landscape.

VSIT emphasizes **Decentralisation and Participatory Management** for effective implementation and monitoring of standard operating procedures, policies, and guidelines across administrative and academic activities. VSIT demonstrates accountability through accreditation, transparency about finances and policies, and a commitment to diversity, equity, and inclusion. The institute promotes shared leadership and a collaborative decision-making approach.

The College Development Committee (CDC) provides policy decisions, while the Academic Advisory Council (AAC) provides input to ensure excellent academic performance. Regular meetings are conducted between the management, principal, vice principal, CAOs, IQAC coordinator, adjunct faculty members, industry and academic mentors, HoDs, cluster mentors, faculty members, non-teaching staff, alumni, and students to discuss and plan activities.

The principal and vice principals monitor the academics, administration, and finances of the institute. CAOs handle academic activities. HoDs and cluster mentors orchestrate department work plans. The

IQAC plays a vital role in maintaining quality initiatives in academic, co-curricular, and extracurricular activities.

Faculty members play a leading role in the efficient functioning of the college through various roles such as Vice Principal, CAO, Cluster Mentor, HoDs, IQAC Coordinator, NSS Coordinator, Extension Coordinator, and Committee Convenors. Students head various committees such as the Student Council, NSS, DLLE, Management Club-Enactus, Commerce Association, Financial Club, Legal Club, etc. Alumni also contribute by mentoring, facilitating internships, being a part of CDC, and making effective contributions towards various activities.

The institute encourages feedback from stakeholders to ensure continuous improvement in various activities.

The alignment of institutional governance and leadership with the institution's vision and mission is evident through a range of practices, including NEP implementation, sustained growth, decentralisation, participation in governance, and the use of an **Institutional Perspective Plan**. These practices collectively reinforce the institution's dedication to academic excellence and holistic development.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Institutional Perspective Plan

The institutional Perspective plan is developed based on the institution's vision, mission, quality policy, and SWOC analysis with the help of IQAC, and the plan is effectively deployed to achieve the following objectives:

Objective 1: To Enrich Curriculum Delivery

Objective 2: To implement an effective teaching-learning process using ICT resources

Objective 3: To encourage research, innovation, and Entrepreneurship

Objective 4: To facilitate the holistic development and progression of students and strengthen alumni engagement

Objective 5: To encourage contributions towards Social Responsibilities and Institutional Values

Objective 6: To focus on inclusive and sustainable growth of institutions

Effective and Efficient Functioning

Governance System:

The Institute is managed by the Vidyalankar Dnyanpeeth Trust (VDT), established in 1998 is a Public Charitable Trust registered under the Society's Registration Act and the Bombay Public Trust Act.

The College Development Committee (CDC) is a regulatory body that has representation from various stakeholders like management, principal, IQAC coordinator, teachers, non-teaching staff, students, alumni, and professionals. CDC meetings are conducted to discuss academics, research, extension activities, etc. The CDC approves annual budgets and financial statements, takes IQAC suggestions for implementation, and makes important decisions for the institution's growth and development.

The institute has Internal Quality Assurance Cell (IQAC) that initiates, plans, and supervises various activities that are necessary to enhance the quality of education.

VSIT is an educational institution with a hierarchical governance system, headed by a principal who oversees academic, administrative, and financial activities. The institution follows a participative and bottom-up approach, where faculty members, heads, coordinators, CAOs, vice principals, in-charges, and the principal work within a framework of rules to achieve institutional goals. The top level comprises the trust, which implements the vision and mission of VSIT and frames policies.

The institution has two vice principals who oversee daily administration and academic matters, and CAOs plan and prioritise academic activities. The registrar in charge is responsible for office staff and administration work. The faculty and non-teaching staff of a department or library report to the head.

All statutory bodies function as per norms set down by the UGC/University of Mumbai, reporting to the principal. There are 39 committees for efficient governance and management of academics, admission, administration, cultural development, social involvement, etc. at VSIT.

Service rules: The institute follows the service rules according to the norms of the University of Mumbai and the Government of Maharashtra. Service rules are uploaded on v-MIS for staff information.

Appointments: A detailed recruitment procedure for staff is mentioned in the SOP and is available on vMIS.

Promotional policies: As per the norms of the University of Mumbai and the Government of Maharashtra.

Grievance Redressal Mechanism: The institution has a grievance redressal mechanism with various committees, such as the Grievance Redressal Committee, Mahila Takrar Nivaran Samiti/Internal Complaint Committee, SC/ST Committee, and Unfair Means Committee, to handle grievances.

VSIT achieves goals by involving stakeholders, ensuring effective functioning through committees, and

adhering to established norms and guidelines. All policies, services, rules, and guidelines are uploaded to v-MIS to maintain transparency.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has an efficient and progressive welfare program for both teaching and non-teaching staff, promoting fairness and humanism.

A. Performance Appraisal System

Effective implementation of a performance system leads to the quality enhancement and benefiting to students.

1. Appraisal System (Teaching Staff)

Students provide faculty feedback, covering various aspects of subject knowledge, preparation, content delivery, syllabus completion, and pedagogy. Faculty members also submit a 'Performance Appraisal form' with self-assessment to their HoDs. The evaluation process involves verification by HOD and Principal, with reports forwarded to the management. Faculty receive appreciation or improvement areas based on the evaluation. The institution values student feedback and faculty self-assessment to maintain teaching standards and enhance education quality.

Performance Appraisal form is designed to cover the following major five components with 48 parameters:

Component	Weightage
Academic Involvement	20%
Student Development	32%
Institutional Development	32%
Professional Development	13%
Competency Mapping	03%

2. Appraisal System (Non-Teaching Staff)

The Performance Appraisal structure for non-teaching staff involves both subjective and quantitative assessments. It comprises the following major components, covering 25 assessment boundaries:

- **Basic Job Requirements**
- **Job Specific Attributes**
- **Interpersonal Skills/Organizational Competencies**
- **Technical Skills (Lab. Staff)**

Non-teaching staff performance is measured on a 4-level scale. Assessments are conducted annually, and improvement areas are communicated through reporting officials. It ensures fair and constructive evaluations for staff development.

B. Welfare Measures:

1. Financial support:

- Regular monthly salary payments continued during the Covid-19 period.
- Gratuity is available to all staff members as per the policy.
- Staff members have access to the Employee Provident Fund (EPF).
- Salaries are credited in advance during prominent festival times.
- All staff members are covered by a medical insurance policy worth upto Rs.200000/-.
- Faculty members completing their Ph.D. receive increments.

2. Health:

- Health awareness programs conducted covering important health issues.
- Maternity leave granted, and medical insurance covers maternity-related expenses.
- Mental well-being sessions organized for staff and their families during pandemic to enhance resilience.

3. General Welfare:

- Casual, Sick and Earned Leaves provided annually as per HR Policy.
- Sanitary napkins available at nominal cost through vending machines in ladies' washrooms.
- 24x7 medical support through JEEVAN-Ambulance Emergency Service and First Aid boxes on campus.
- Campus equipped with CCTV cameras for security.
- Amenities-parking, photocopying, printing, Stationery Shop, purified water, Wi-Fi, Canteen, CCD, and Vendi machines available.
- Staff appointment on compassionate grounds.
- Non-teaching staff receives three sets of uniform for a professional appearance on campus.

4. Well-being:

- Counselling Centre with a professional counsellor for students,staff and family support.
- Full-fledged Gymkhana for work-life balance and recreational facilities.
- V-Finesse entertainment program to foster harmony among staff.
- Staff Welfare Committee organizes activities for staff bonding.
- Covid-19 measures include regular sanitization and social distancing.

C. Career Development/ Progression:

- Study/duty leave and work engagement concession for Ph.D.,higher education, research work, and workshops.
- Sabbaticals for short industry internships.
- Sponsorship/Reimbursement for memberships, attending FDP/Workshops, publications & IPRs.
- Provision of laptops for ICT integration in teaching-learning.
- Capacity-building programs for non-teaching staff on technical skills and workplace etiquette.

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: 79.36

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**

2021-22	2020-21	2019-20	2018-19	2017-18
36	44	65	64	64

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]

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: 94.83

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**

2021-22	2020-21	2019-20	2018-19	2017-18
85	90	89	92	84

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	23	26	26	22

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](#)

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 has an effective system for fund mobilization and resource utilization.

A. Mobilization of Resources and Funds:

Departments and committees create their budgets, which are then jointly analysed by the Principal, College Development Committee, and Management. The detailed annual budget covers various areas like Library, Laboratory, Salary, Student Activities, Staff Training & Welfare, Research & Development Expenses and more. Upon budget approval, departments and committees are notified and responsible for maintaining accurate accounts of their expenditures. These reports are then submitted to the Head Accountant for entry into the ERP system. At the end of the financial year, both internal and external audits are conducted to ensure proper utilization and accounting of funds.

This transparent and accountable financial management process ensures effective utilization of the Institutional resources for their intended purposes. It fosters trust among stakeholders and promotes responsible financial practices, ultimately contributing to the Institutions overall growth and success.

The core sources of revenue are:

- **Students' Fees**
- **University Grants**
- **Sponsorships/ Corporate Support**
- **Other Sources** - Research project grants, Registration fees from external participants attending major events.

B. Utilization of Resources and Funds:

The funds received are efficiently utilized for both capital investments and institute functioning, contributing to the holistic development of students and the Institution.

- Student development activities such as Beyond Syllabus activities, VAC are funded.
- Faculty development is supported through programs like FDP/STTP, workshops, conferences, seminars, and training.
- Funds are allocated for faculty research through minor research projects.
- Infrastructural and technical development includes library modernizing, Computer Laboratory Upgrading, Media lab, Lecture Capture classrooms, LMS procurement and sports equipment.
- Community Service campaigns conducted by NSS and DLLE are financially backed.
- Operating expenses like staff salaries, maintenance, printing, stationery, Wi-Fi, and routine expenses are covered.

C. Optimal utilization of Infrastructure & Human resources:

The Institution ensures the optimum utilization of its available resources to meet the needs of all stakeholders.

- **Strategies Followed:**
    - Add-on, certification, and Value Added Courses are offered during vacations.
    - Library hours are extended during exams.
    - The Institution serves as a Center for Institute of Distance and Open Learning courses by the University of Mumbai on weekends.
    - Government/University exams and elections are conducted on Sundays at theInstitutional premises.
    - Teachers actively participate in committees, student development, and administrative work.
    - The Tree-Area (Quadrangle) is utilized for various events.
    - Shared facilities include the canteen, sports den, playground, and amphitheater for all sister institutes.

D. Financial audits

The financial audit's primary goal is to ensure transparency for the institution's smooth functioning. It includes annual internal audits by an Internal Auditor appointed by management, maintaining financial integrity and identifying areas for improvement. The audit covers all financial activities, from student fees to capital expenditures, with thorough verification of transaction receipts. Additionally, a statutory audit is conducted annually by an external auditor to ensure compliance with legal requirements and

provide an independent assessment of financial affairs.

File Description	Document
Upload 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 institutionalised various quality assurance programmes during second cycle aiming to quality enhancement and sustenance:

A. Institutionalization of Quality Assurance Strategies and Processes:

- Institutional Academic Calendar is prepared with clear distinctions between educational, co-curricular, and extracurricular activities after considering suggestions from all departments and committees.
- Academic Administration Plan is prepared by each subject teacher in consultation with internal cluster mentor. AAP includes POs/Cos, real life applications, lecture plan, internal assessment system, innovative teaching methodology etc. To improve curriculum delivery, IQAC organizes Department-wise AAP presentations with external academic and industry mentor.
- Departmental/Committee Review is conducted at semester-end. All departments/ Committees present their semester report as per prescribed format designed by IQAC. Valuable suggestions are given by all stakeholders during these presentations to enhance future endeavours.
- MoUs with external organisation are signed for capacity building and skill development of students and faculty
- Launched Value Added/Certificate Courses in conjunction with industry/other institutions in response to feedback from stakeholders.

B. Review of teaching learning process, structures & methodologies of operations and learning outcomes:

- To ensure smooth operation of lectures, Daily Lecture Report is prepared and monitored.
- IQAC evaluates operational structures and procedures through periodic review of staff and course diaries of teachers.
- System is built for evaluating and reporting on mentoring activities and sessions.
- Periodic Institutional Feedback is taken from Students, Teachers, Alumni, Employers and Parents to assess and improve overall functioning of institution

C. Incremental Improvement:

IQAC's notable improvements surpassed routine tasks like perspective plan deployment, coordination with statutory bodies, and AQAR submission. These remarkable developments include:

- Introduced new undergraduate program B.Sc. Data Science and expanded BA(MMC) with additional division. At postgraduate level, MA (Media and Entertainment Management) and M. Com (Business Management) were also added
- To support academic and research activities, institution purchased additional computers and software, Media Lab was set-up to facilitate media-related projects.
- Increase in number of Smartboards for better teaching-learning.
- Improvised sophisticated projectors in all classrooms
- Established collaborations with new foreign universities, enhancing global partnerships and opportunities for international exchange programs.
- Three National and Two International Research conferences were organized
- Launched Research journal called "Pradnya" providing platform to publish their research work.
- No. of papers published shows an incremental trend and Faculty members were motivated to engage in funded research projects, develop e-content, and publish books with ISBN numbers.
- Faculty members were encouraged to attend orientation programs, refresher courses, STTP, workshops and MOOCs to enhance their teaching and research skills.
- Students were motivated to participate in intercollegiate events, online courses (MOOCs), spoken tutorials, innovation, and research activities, fostering their overall growth and employability.
- Value Added/certificate courses were conducted to improve students' employability.
- Infrastructure improvements included Refurbishing all classrooms, development of sports den, Reading hall and Seminar Hall.
- Live lecture capture classrooms were set up, enabling students to access recorded lectures for better revision and learning.
- An effective stakeholder Online/Offline feedback system was implemented, enabling input based continuous improvement.
- Alumni contribution towards institute shown incremental trend
- Periodic workshops for parents were organized and parents were invited as resource persons

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: A. Any 4 or more 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:

Over the past five years, our institution has made significant progress in promoting gender equity and awareness throughout various aspects of campus life, including curricular and co-curricular activities and the provision of facilities for women on campus.

1. Integration of Gender-Sensitive Content in Curriculum:

The institution has successfully incorporated gender-sensitive content across a wide range of academic disciplines. This deliberate effort ensures that students are exposed to diverse perspectives on gender-related issues, thereby fostering awareness and understanding of the challenges and opportunities associated with gender.

2. Advancement of Gender-Balanced Representation:

The promotion of gender equity in leadership and decision-making roles has been a fundamental focus of our institution's endeavour's. Over the course of the past five years, conscious steps have been taken to enhance gender-balanced representation in administrative positions, committees, and student organizations. By creating equal opportunities for both men and women to assume leadership positions, we strive to challenge traditional gender norms and cultivate an inclusive institutional culture where every voice is valued and heard.

3. Safety and Security Measures for Women:

The campus has implemented comprehensive safety and security measures to ensure a secure environment specifically for women. These measures include well-illuminated pathways, designated safe zones, and round-the-clock security personnel.

4. Women's Facilities:

Throughout the campus, the institution has provided separate and well-maintained restroom facilities and sanitary machines..

5. Workshops and Skill Development Programs for Women's Empowerment:

A series of specialized workshops and skill development programs have been organized to empower

female students. These initiatives enable them to cultivate leadership skills, enhance self-confidence, and develop professional competencies. Furthermore, a variety of activities addressing topics pertaining to gender and sexuality, such as awareness sessions on LGBTIQA+ issues, women's health, women entrepreneurship, and women in media, are regularly arranged to promote women's empowerment.

6. Guest Speakers:

The institution has actively invited and amplified the voices of members from the LGBTIQA+ community, including renowned individuals such as Harish Iyer, a gender-fluid equal rights activist, and Sushant Divgikar, an Indian model, actor, singer, columnist, psychologist, motivational speaker, drag queen, pageant director, and video jockey, among others.

7. Gender-Inclusive Co-Curricular Activities:

Co-Curricular activities play a significant role in shaping students' perspectives and values. To ensure inclusivity and respect for gender diversity in these activities, the institution has organized workshops, seminars, and campaigns addressing gender-related concerns such as gender equality, consent, and women's empowerment. These initiatives aim to raise awareness among students about the challenges faced by individuals of different genders and promote empathy and respect towards one another. Furthermore, the institution has actively encouraged the participation of all genders in sports, arts, and cultural events to challenge traditional gender roles and foster a more inclusive campus community.

Overall, the institution's dedication to promoting gender equity and inclusivity has resulted in a more welcoming and supportive campus environment, where individuals can thrive irrespective of their gender identity. The objective is to build upon these efforts and establish a campus community that embraces diversity and advocates for gender equality in all aspects of campus life.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

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

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:

VSIT strives to maintain an inclusive atmosphere of tolerance and harmony by respecting and promoting cultural, regional, linguistic, community, socioeconomic, and other characteristics of Indian society.

1. Equal Opportunity and Access:

VSIT is committed to providing equal opportunity and access to education for all students regardless of their socioeconomic background. The institution adheres to government guidelines regarding scholarships and financial aid programs for needy students to ensure that financial constraints do not hinder their educational endeavors. VSIT has committees like Women Empowerment Cell, SC / ST and OBC Cell which focus on promoting diversity and inclusion.

2. Cultural and Regional Inclusion:

We celebrate various cultural events representing the rich diversity of Indian heritage such as Traditions Day, Festival of Colors, Navratri Celebration, Hindustan ka Safar - Unity in Diversity, Marathi Bhasha Sanwardhan Pandhrawada etc. These events provide opportunities for students and staff to come together, celebrate their cultural roots, and learn about the traditions and customs of others.

3. Inclusive Curriculum and Course Content:

VSIT, affiliated with the College of Mumbai, offers the following required courses: Basic Courses, Organizational Behavior, Media, Gender and Culture, Media Law and Ethics, Business Law, Corporate and Securities Law, Labor Law, etc. Through the course modules, values such as harmony, equality, justice, and awareness of different races, genders, languages, religions, and economic communities are taught.

4. Multilingual Environment:

The institution recognizes the importance of linguistic diversity and encourages the use of multiple languages on campus. Students are free to communicate in their preferred language and English courses are offered to promote language proficiency among students and staff.

5. Initiatives to promote diversity among faculty and staff:

VSIT actively seeks to diversify its faculty and staff to create a more inclusive learning and working environment. Faculty ensure that classroom conversations have the desired level of respect for all students. VSIT conducts awareness workshops and training for both students and staff to raise awareness of various social issues.

6. Counseling and Support Services:

VSIT has a robust anti-discrimination and harassment policy that ensures that any form of discrimination or bias is dealt with promptly and fairly through committees such as the Anti-Ragging Cell, Mahila Takrar Nivaran Samiti, and the Grievance Cell. VSIT also has feedback mechanisms such as surveys or suggestion boxes for improvement.

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7. Inclusive Campus Infrastructure:

The campus is designed to be accessible to people with physical disabilities, which promotes inclusion and ensures that everyone can fully participate in campus activities.

8. Community Engagement and Outreach:

Institutions engage in the local community through various programs and service-learning initiatives organized by NSS and DLLE committees, such as blood drives, tree planting, road safety awareness through street plays, food distribution, various educational campaigns, etc.

9. Civic Education Programs:

VSIT offers various civic education programs, such as human rights, women's rights, voter registration drives ID, Constitution Day celebrations, public education campaigns, etc. Through these programs, students are educated about the Constitution, the fundamental rights and responsibilities of citizens, the democratic system, and the role of government.

File Description	Document
Upload 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 1: CIP – Community Involvement Programme

Objectives-

1. To actively enhance the local community by addressing its critical needs, encompassing education, health, infrastructure, and social welfare initiatives.
2. To offer students experiential learning, fostering practical skills, empathy, and a sense of social responsibility beyond classroom.
3. To promote active citizenship among students by involving them in community-based projects, volunteerism, and civic activities.
4. To cultivate and strengthen alliances with local organizations, combining resources and expertise for efficient community assistance.

Context-

In 1964, the Kothari Commission advocated adding "Extension" as third dimension of higher education, introducing teaching, research, and extension within higher education to make education more practical and relevant to real-world situations.

The foundation of CIP lies in acknowledging institution's expanded role beyond traditional education. Engaging with the community provides valuable experiential learning opportunities for students, faculty, and staff, exposing them to real-world challenges, diverse perspectives, and development of practical skills.

The Practice-

In the framework of our CIP, our college administers a wide spectrum of extension initiatives through diverse committees, including National Service Scheme (NSS), Department of Lifelong Learning (DLLE), Women's Development Cell, Student's Council, and various clubs. Through the collaborative efforts of these committees, we actively participate in a broad spectrum of outreach initiatives in partnership with local authorities, corporations, hospitals, and NGOs. These committees manage a wide array of activities encompassing Environmental Initiatives, Swachha Bharat Abhiyan, Education Outreach, Health Initiatives, Road Safety Activities, women's rights, civic awareness, and responsibilities. These efforts connect with and aid the local community while promoting holistic student development through meaningful social initiatives for community enhancement.

Evidence of Success-

Environmental Impact:

- Removal of 55,000 kgs of plastic waste, collecting 13,000 kgs of Nirmaly, recycling of 363 kgs of plastic bottles, and planting 1,754 trees
- Production of 80,000 paper bags and 2,500 cloth bags, distribution to local vendors and the public

Educational Support and Civic Education:

- Providing 1,500 notebooks and engaged in teaching activities benefiting 75+ underprivileged children.
- Civic awareness through visits, sessions, street plays.

Health Support:

- 85 Blood Collection Drives and potentially saving 24,870 lives through blood donations.
- COVID-19 Relief: Distributing 11,502 food packets, masks, and participating in sanitation.
- Polio Immunization: Assisting in vaccinating 23,999 children against polio.

Village Development:

- Infrastructure development, educational support, and health support for community development.

Recognition and Awards:

- Awarded at district, state, and university levels for exceptional community involvement.

- Recognized by organizations like Bisleri Pvt. Ltd., Western Railway, Annamitra Foundation, Mumbai Municipal Corporation.
- Received grants, such as for the Road Safety program, acknowledging external support.
- Consistent recognition for five years in Blood Collection drives.
- Faculty members, including NSS Programme Officer and DLLE Coordinator, promoted to higher roles for effective leadership and contributions.

Problems Encountered and Resources Required-

Encouraging and sustaining a significant level of student involvement is complex due to students' academic responsibilities, involvement in other co-curricular activities, and personal commitments. The participation of students was enhanced by ongoing input from student volunteers, guidance from staff and mentoring by experienced student volunteers, as well as recognition through certificates and awards.

Best Practice-2: AAP- Academic Administration Plan

Objectives:

The Academic Administration Plan (AAP) at VSIT is a systematic teaching plan designed to enhance the teaching and learning experiences.

1. Improved Teaching-Learning Experience: The AAP aligns course objectives with contextual importance, providing a clear roadmap for educators.
2. Innovative Teaching: It empowers teachers to adopt creative teaching approaches, cultivating an interactive and lively classroom atmosphere. These approaches encompass problem-based learning, flipped classrooms, and project-based learning.
3. Course Comprehension: Comprehensive understanding of course content by examining past performance, reviewing exam results, and allocating topics for various teaching and learning activities.
4. Relevance to Industry Trends: It identifies problem statements based on current market trends, integrating real-life cases to encourage student participation.
5. Effective Mentorship: Mentoring sessions between learners and teachers, allowing for the resolution of doubts and academic issues, creating a supportive learning environment.
6. Adaptation to Change: It embraces continuous updates to accommodate developments in Education 4.0 and industry trends, aligning with the principles of 4th industrial revolution.

Context:

In the context of modern education, the AAP recognizes that learning cannot be left to chance. It offers a structured approach to teaching that optimizes the learning process.

The Practice:

1. AAP Preparation:

Teachers utilize the AAP to schedule topics, develop lesson plans, and incorporate innovative teaching methods. The process also includes allocating topics for case studies, problem-based learning (PBL),

flipped classrooms, projects, mini-projects, and self-study.

2. The AAP Workshop:

To ensure the effectiveness of the AAP, VSIT conducts AAP workshops for each cluster. During these workshops, instructors present their AAP and teaching strategies. Industry mentors, external academic mentors, and internal academic mentors provide expert insights and suggestions to enhance the AAP and improve classroom delivery. The AAP is further reviewed during a process called Preview, conducted by the HOD and the Chief Academic Officer to ensure preparedness for the semester.

3. Additions to the AAP: Includes various elements that enrich teaching learning experience.

- Identification of problem statements based on market trends.
- Details of mentoring sessions between learners and teachers.
- Continuous updates to accommodate developments in Education 4.0 and industry trends, embracing 4th industrial revolution.

Evidence of Success:

AAP Tracker and AAP Compliance:

The success of the AAP is evident through the creation of a detailed document called AAP Compliance. This document meticulously tracks curriculum delivery, aligns with suggestions and principles of Education 4.0, and ensures better implementation of Beyond Syllabus Activities. It also aids in planning micro-assessments to improve class performance in term examinations. The AAP Compliance document is consistently reviewed by officials, demonstrating its effectiveness in monitoring student attendance, activities, and outcomes.

Challenges and Resources:

1. Faculty leaves may lead to changes in AAP compliance, requiring flexibility in implementation.
2. Mapping the AAP with Program Outcomes (POs) and Course Outcomes (COs) for alignment.

To address these challenges, additional resources such as substitute faculty and continuous training is required to maintain AAP compliance. Ongoing collaboration and communication among faculty and administrators are essential to ensure effective alignment with POs and COs.

File Description	Document
Best practices as hosted on the Institutional website	[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:

Digitally Yours: Transforming Education in the Digital Age

In an era where information and technology reign supreme, educational institutions must adapt to meet the evolving needs of students and faculty. We have embraced this challenge and have created a distinctive area of excellence – Digitally Yours. Digitally Yours is not just a catchphrase; it represents a comprehensive and technologically advanced approach to education that sets VSIT apart in the educational landscape.

Why Digitally Yours Matters

In a world where digital literacy and technological competence are essential skills, it is imperative for educational institutions to provide an environment that fosters these abilities. The use of technology in education is not merely an option but a necessity, and VSIT recognizes this. Digitally Yours is our commitment to harnessing the power of technology to enhance the learning experience and streamline administrative processes.

We will delve into the key components of Digitally Yours at VSIT, illustrating how our institution has prioritized and excelled in this area.

1. **Wi-Fi Enabled Campus**: The foundation of any digitally empowered institution is a robust Wi-Fi infrastructure. VSIT boasts a Wi-Fi-enabled campus with multiple high speed access points, offering blazing-fast speeds of 800 Mbps. We understand the importance of security, and our Sophos security system ensures that unauthorized access is prevented while maintaining a seamless and secure digital environment.

2. **vMIS (Vidyalankar Management Information System)**: At the heart of Digitally Yours is our customized Enterprise Resource Planning (ERP) system. vMIS manages a wide array of academic, administrative, auxiliary, and financial processes on campus. It caters to the needs of students, handling admissions, exams, library services, and account management, among others. For staff, it manages attendance, payrolls, leaves, and tracks achievements, ensuring efficient operations.

3. **vPrint**: Printing on campus has never been more convenient. Our web-based centralized printing service, vPrint, allows users to submit print jobs from anywhere and retrieve them from "Any Time Print" (ATP) stations at the institute. This service not only saves time but also reduces paper wastage.

4. **vRefer**: For students seeking access to educational materials, vRefer provides a user-friendly file transfer protocol (FTP) repository. This resource ensures that learning resources are readily available to support their academic journey.

5. **vLive (Lecture Capture)**: Recognizing the importance of flexible learning, we have equipped selected classrooms with lecture capture capabilities. This system records classroom lectures live and archives them for future reference. Students can access these recordings in real-time or at their convenience, promoting active learning.

6. **vBroadcast**: In keeping with our commitment to providing relevant content, we have developed our own app for systematic broadcasting. This app disseminates entertainment, information, educational content, and more to the campus community.

7. **Laptops for Innovation**: VSIT understands the integral role technology plays in teaching and academic work. To facilitate this, all staff members are provided with laptops to enhance their teaching and research capabilities.

8. **Projectors**: In every classroom, you'll find a projector, which serves as a central visual aid. This technology enhances the learning experience, making lessons more engaging and interactive.

9. **Smart Interactive Panels**: VSIT has embraced Smart Interactive Panels in classrooms. These panels empower both teachers and students, making learning more interactive and engaging. With easy access to online resources, these panels are a powerful tool in the digital classroom.

10. **Laboratories**: Our state-of-the-art laboratories feature over 250 computer systems, all equipped with the necessary software for students and faculty. These labs provide a comfortable and conducive environment for hands-on learning.

11. **Online Teaching and Assessments**: Online tools like Microsoft Teams, Forms, Streams, etc for conducting online tests and assignments. This approach enhances flexibility and efficiency in the learning process.

12. **Digital Noticeboard**: Staying informed is crucial in any educational institution. Our digital noticeboard highlights events, student and faculty achievements, upcoming events, important news, and celebrations, ensuring that everyone is well-informed and engaged.

13. **3D Printer**: To promote practical learning in digital design, VSIT has introduced a 3D printer in our labs. This technology empowers students to explore the world of digital design in a hands-on manner.

14. **Vending Machine for Stationery**: Convenience is key, and our customized vending machines dispense various stationery products and IT accessories. This automated system offers complete control and ease of access.

15. **Digital Display Board**: Our scrolling LED board provides daily highlights of campus activities, making it easy for students and faculty to stay updated on important events.

16. **Smart Mirror**: Daily weather updates and news highlights are displayed on our Smart Mirrors, providing valuable information to our campus community.

17. **Almashines Alumni**: Connecting with fellow alumni is vital for networking and personal growth. Almashines Alumni is our platform for alumni to stay connected with their batchmates and the institution.

18. **TCS iON**: To further enhance our administrative processes, we have implemented TCS iON, an advanced MIS system tailored to our specific requirements. This system streamlines operations and ensures efficiency across all stakeholders.

19. **E-Library**: E-Library provides students with access to a vast array of digital resources, including eBooks, research papers, journal articles, project literature, novels, and competitive exam materials. This comprehensive digital library enhances research and learning capabilities.

Digitally Yours is more than just a collection of technological solutions; it represents our commitment to providing a technologically advanced, efficient, and engaging learning environment.

Our dedicated Helpdesk system ensures that all IT-related matters are promptly addressed, providing technical support to students and faculty. We believe that technology should be an enabler, not a hindrance, and our support systems reflect this philosophy.

In conclusion, Digitally Yours is not just a priority at VSIT; it is our thrust towards Education 4.0. Our

institution is aligned with Government of India's Digital India initiative, and we continuously strive to lead the way in embracing technology to transform education. With a Wi-Fi-enabled campus, a comprehensive ERP system, cutting-edge teaching tools, and a commitment to innovation, VSIT is setting the standard for digitally empowered education in the digital age. We are Digitally Yours, and we invite you to join us on this exciting journey of knowledge and technology.

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

5. CONCLUSION

Additional Information :

No Additional Infomation Provided

Concluding Remarks :

In conclusion, Vidyalankar School of Information Technology (VSIT) has demonstrated a strong commitment to providing high-quality education and fostering holistic development among its students. The institution's rich history, visionary leadership, and dedication to excellence in education are evident in various aspects highlighted in this report.

VSIT's mission and vision emphasize not only academic excellence but also the development of responsible and ethical citizens who can contribute to society. The institution's commitment to curricular innovation, student-centric pedagogies, and effective assessment frameworks ensures that students receive a well-rounded education that prepares them for the challenges of the modern world.

Furthermore, the report showcases VSIT's commitment to research, innovation, and extension activities, including its focus on entrepreneurship, intellectual property rights, and community engagement. The institution's extensive infrastructure and learning resources provide students with a conducive environment for both academic and extracurricular pursuits.

VSIT's dedication to student support and progression is evident through scholarship programs, skill-building initiatives, and strong placement support, ensuring that students not only excel academically but also transition successfully into their careers.

The institution's governance, leadership, and management structure reflect a commitment to transparency, accountability, and faculty development. The emphasis on staff welfare and resource management contributes to a positive work environment and efficient utilization of resources.

Finally, VSIT's commitment to institutional values and best practices is commendable. Initiatives promoting gender equity, environmental sustainability, cultural inclusion, and community engagement demonstrate the institution's dedication to social responsibility and holistic education.

In summary, Vidyalankar School of Information Technology has consistently demonstrated its commitment to providing a nurturing and enriching educational experience that empowers students to excel academically, professionally, and personally. The institution's values, vision, and proactive approach to education position it as a leader in the field of higher education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

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)**
	
	   Answer before DVV Verification :
	   Answer After DVV Verification :83
	Remark : As per clarification received from HEI, DVV input is recommended.

1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**
	
	   1.3.2.1. **Number of students undertaking project work/field work / internships**
	   Answer before DVV Verification : 2080
	   Answer after DVV Verification: 2064
	
	   Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.1.1	**Enrolment percentage**
	
	   2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)**
	   Answer before DVV Verification:

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1133	968	1004	1000	978

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1133	968	1000	998	978

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1264	1004	1008	1000	1000

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1260	1000	1000	1000	1000

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
360	262	274	226	264

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
312	247	241	217	240

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
547	432	432	447	432

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
547	432	432	432	432

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

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)*

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
44	41	38	33	31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
43	40	37	32	30

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	7	13	4	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	6	13	4	6

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
175	99	133	105	76

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
134	42	56	47	11

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

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

Answer before DVV Verification :
Answer After DVV Verification :28
Remark : As per the revised data and clarification received from HEI, based on that DVV input is

recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
696	654	770	583	553

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
652	594	721	546	538

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1060	1088	1025	924	873

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1044	1085	1024	811	729

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
151	83	99	45	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
150	82	99	45	23

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	6	15	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	5	15	10

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
90	4	187	28	36

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	8	5	7

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

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

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

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Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
38	45	65	65	64

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
36	44	65	64	64

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

6.3.3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
85	91	89	93	89

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
85	90	89	92	84

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	29	34	35	29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	23	26	26	22

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

7.1.3

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

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

Answer before DVV Verification : A. All of the above

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

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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2873	2812	2819	2773	2588 | Answer After DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
2869	2808	2815	2771	2588	
2.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 90 Answer after DVV Verification : 89
2.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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74	69	69	68	69 | Answer After DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
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73	68	68	67	68	