Institutional Development Plan for Academic Year: 2025-26 to 2029-30

of

Smt. Tanuben & Dr. Manubhai Trivedi College of Information Science, Surat

Table of Content

Chapter 1

Introduction to Institutional Development Plan

The Institutional Development Plan of Smt. Tanuben & Dr. Manubhai Trivedi College of Information Science, Surat, serves as a strategic blueprint designed to promote comprehensive growth and excellence across all dimensions of the institution. Anchored in a vision of academic excellence, inclusivity, and community engagement, the plan presents a structured framework aimed at strengthening educational quality, infrastructure, and student support systems.

Committed to sustainable development, the Institutional Development Plan leverages the expertise and experience of the faculty at Smt. Tanuben & Dr. Manubhai Trivedi College of Information Science, Surat, to cultivate an environment conducive to learning, research, innovation, and social responsibility. The institution strives to go beyond curriculum-based education by ensuring the holistic development of students and nurturing competent, socially responsible human resources for the benefit of society.

Aims and Objectives of the Institutional Development Plan

The primary purpose of the Institutional Development Plan is to function as a guiding framework for the effective implementation of policies and initiatives that support the institution's vision and mission while ensuring holistic and sustainable development. The key objectives include:

1. To develop a structured and systematic action plan supported by consistent, purposeful, and well-coordinated initiatives.
2. To strengthen academic excellence through curriculum innovation and the promotion of research activities.
3. To integrate and leverage technology for enhancing teaching, learning, and administrative efficiency.
4. To foster inclusive education and promote the holistic development of students.
5. To ensure sustainability—financial, academic, professional, and environmental—through effective resource mobilization and strategic partnerships.
6. To enhance preparedness for the implementation of the National Education Policy and the integration of the Indian Knowledge System.

Chapter 2

About Smt. Tanuben & Dr. Manubhai Trivedi College of Information Science, Surat.

Institutional Profile

1. Name of the institution: Smt. Tanuben & Dr. Manubhai Trivedi College of Information Science, Surat
2. Name of the Head of the Institution: Dr. Bharat C. Patel
3. Designation: Principal
4. Contact details: principal_203@vnsgu.ac.in / 9825962979 / 0261-2460995
5. Website: www.tmtbcasurat.ac.in
6. Year of Establishment: 2001
7. Affiliated/Constitutional: Affiliated
8. Type of institution: Girls only
9. Location: Urban
10. Name of Affiliating University: Veer Narmad South Gujarat University, Surat
11. Programmes offered: Under graduate: B.C.A, B.C.A. Honors, B.C.A. Honors with Research
12. AISHE Code: C-664
13. Date of constitution of IQAC: 22-02-2018
14. IQAC Chairman: Dr. Bharat C. Patel
15. IQAC e-mail: principal_203@vnsgu.ac.in
16. NEP Co-ordinator : Mrs. Bhautika Patel, Dr. Nikisha Jariwala

17. NIRF Ranking: Participated

18. AICTE Recognition: Yes

19. Financial Status: Self-Finance

About the college

Smt. Tanuben & Dr. Manubhai Trivedi College of Information Science, Surat is a specialized institution of higher education committed to imparting quality education in the domain of Information Science and Computer Applications. The college offers the Bachelor of Computer Applications (BCA) programme with a focus on multidisciplinary learning, skill development, and holistic student growth in alignment with the National Education Policy (NEP)-2020.

The institution was established with the vision of providing accessible and industry-oriented computer education to students of Surat and neighboring regions. In accordance with the objectives of NEP-2020, the college aims to nurture competent, ethical, and innovative professionals capable of adapting to the rapidly evolving digital ecosystem.

The BCA programme is structured under the Choice Based Credit System (CBCS) and the Four-Year Undergraduate Programme (FYUGP) framework as prescribed by NEP-2020, emphasizing flexible curricular structures, multidisciplinary exposure, academic mobility, and multiple entry–exit options. The curriculum integrates core computing subjects with skill enhancement courses, value-added courses, internships, project-based learning, and ability enhancement components to ensure comprehensive academic and professional development.

In consonance with NEP-2020, the college promotes experiential learning, ICT-enabled teaching–learning practices, and continuous internal evaluation. Students are encouraged to participate in seminars, workshops, coding competitions, industrial visits, and hands-on training programmes to bridge the gap between academic learning and industry requirements.

The college serves students from diverse socio-economic backgrounds and is committed to inclusivity, equity, and quality education. Its graduates have successfully progressed to higher education, professional certifications, entrepreneurship, and employment in the IT and allied sectors, reflecting the effectiveness of outcome-based education practices adopted by the institution.

The campus provides a learner-centric and technologically enriched environment with well-equipped computer laboratories, smart classrooms, library resources, and digital learning facilities. The institution continuously upgrades its infrastructure and academic resources to keep pace with advancements in information technology and pedagogical innovations advocated by NEP-2020.

Through its consistent commitment to academic excellence, innovation, and skill-oriented education, Smt. Tanuben & Dr. Manubhai Trivedi College of Information Science, Surat strives to emerge as a center of excellence in computer education and contributes significantly to human resource development in the digital and knowledge-based economy, fully aligned with the vision and goals of NEP-2020.

Chapter 3

Vision and Mission

Mission of the College

To encourage career oriented women to opt for information technology. To bring-out the hidden potential of women by making them aware of their inner strength. To welcome relevant education programme and training on the professional front. To impart leadership training and imbibe the motto of service to society at large.

Vision of the College

To put into practice the motto of the management,"Stri Shiksha Jagtarini" which literally means "Women's Education for the deliverance of the world". Providing women with best possible opportunities to enable them to explore the virtual highway of Information Technology. Empowering women with updated innovations in the field of computer science. Making women society, economically and rationally self-sufficient.

Chapter 4

SWOC Analysis

The SWOC analysis involves an informed analysis about the Strengths, Weaknesses, Opportunities and Threats of the College as stated below:

Strengths

1. The College has a strong academic foundation in Computer Applications and Information Technology, enabling smooth implementation of **credit-based modular curricula** as envisaged under the **Academic Bank of Credits (ABC)**.
2. A qualified and research-oriented faculty base, including Ph.D. holders in Computer Science and allied domains, ensures quality teaching, mentoring, and academic leadership.
3. The BCA programme structure supports **semester-wise credit accumulation, transferability, and portability**, facilitating Multiple Entry–Exit options without academic discontinuity.
4. Qualified and experienced faculty members ensure **clear mapping of Course Outcomes (COs), Programme Outcomes (POs), and credits**, essential for ABC compliance.
5. The institution integrates **skill-based, project-based, and experiential learning components**, allowing students to earn credits through internships, certifications, field projects, and value-added courses.
6. ICT-enabled infrastructure and digital learning platforms support **online, blended, and hybrid learning**, enabling credit mobility and flexible learning pathways.
7. The Library provides continuous academic access, supporting students who re-enter the programme after temporary exits.
8. Alumni engagement and industry interaction help students align **exit-level qualifications** with employability requirements.
9. The institution promotes entrepreneurship and self-employment initiatives, enabling students exiting at intermediate levels to utilize their earned credits meaningfully.
10. Strategically located in Surat with excellent public transport connectivity, ensuring inclusive access to higher education.

Weaknesses

1. Limited availability of **standalone certificate and diploma-level exit programmes** fully mapped to industry standards.
2. Administrative and technical processes for **credit registration, tracking, and migration to ABC portals** require further strengthening.
3. Inadequate industry-certified courses restrict immediate employability for students opting for early exit.
4. Limited institutional mechanisms to guide students on **credit redemption, re-entry planning, and academic progression pathways**.
5. Faculty workload due to administrative responsibilities affects curriculum redesign aligned with ABC norms.
6. Limited campus-based placement support for students exiting at Certificate or Diploma levels.
7. Underutilization of revenue-generation avenues such as corporate training, certification programmes, and consultancy in IT services.
8. Insufficient conversion of applied research into **patents, software products, or start-ups**, as encouraged by NEP-2020.

Opportunities

1. NEP-2020 enables the College to offer **clearly defined exit qualifications** in BCA:
    - Certificate after Year 1
    - Diploma after Year 2
    - Degree after Year 3
    - Degree with Research after Year 4
2. Scope to introduce **credit-bearing industry certifications**, MOOCs, SWAYAM courses, and skill modules aligned with ABC.

3. Development of **minor programmes and interdisciplinary electives** allowing students to stack credits across domains such as AI, Business Analytics, E-Commerce, and Digital Marketing.
4. Collaboration with IT industries and training partners to co-design **exit-level job-oriented skill packages**.
5. Implementation of **Academic Advising & Mentorship Systems** to guide students in entry–exit decisions and credit planning.
6. Opportunity to establish the College as a **regional hub for flexible IT education and lifelong learning**.
7. Integration of **internships, apprenticeships, and community projects** as credit-earning components.
8. Expansion of short-term re-skilling and up-skilling programmes for learners re-entering the academic system.
9. Expansion of faculty and student exchange programmes with national and international universities in computing and technology.
10. Increased participation in funded research projects, hackathons, coding challenges, and innovation competitions.

Challenges

1. Managing academic continuity and quality assurance for students exercising Multiple Entry–Exit options.
2. Ensuring uniformity in learning outcomes and skill competencies across different exit levels.
3. Continuous curriculum restructuring to remain industry-relevant while adhering to affiliating university regulations.
4. Maintaining updated digital systems for real-time **credit accumulation, validation, and transfer**.
5. Sensitizing students and parents about the academic and career value of intermediate exit options.
6. Faculty capacity building for outcome-based education, modular curriculum design, and ABC implementation.

7. Rapid enrolment growth in BCA programmes may strain infrastructure, laboratory resources, and teacher–student ratios.
8. Bridging language barriers while ensuring technical proficiency in English, required for global IT employability.
9. Motivating faculty towards innovation, product development, and interdisciplinary research while managing administrative responsibilities and promotion timelines.
10. Sustaining investment in cutting-edge hardware, software, and faculty upskilling amid rapid technological advancements.

Chapter 5

Long term and Short Term Plans

5.1. Vision

Empower women through quality education in IT and computing, nurturing leadership, innovation, and ethical values.

5.2. Mission

- To provide quality education, skill development, and ethical values through effective teaching-learning practices
- Enhance employability & entrepreneurship
- Foster innovation, ethics, and community engagement

5.3. Executive Summary

Our college Smt. Tanuben & Dr. Manubhai Trivedi College of Information Science is committed to providing quality education in computer applications and information technology with a focus on women empowerment, innovation, and holistic development. The institute strives to create an academic environment that fosters learning, research, entrepreneurship, and social responsibility.

Following are some strategic goals of an institute.

Strategic Goals

1. **Academic Excellence** – Enhance teaching-learning through updated curriculum, ICT-enabled classrooms, and experiential learning.
2. **Research & Innovation** – Establish incubation, project-based learning, and research initiatives.
3. **Faculty Development** – Conduct FDPs, workshops, and training programs to strengthen professional skills.
4. **Placement & Career Readiness** – Facilitate internships, industry collaborations, and skill-based programs to enhance employability.
5. **Infrastructure Development** – Upgrade labs, library, and digital infrastructure for modern learning.
6. **Good Governance** – Implement transparent, participative, and technology-enabled management.

7. **Financial Sustainability** – Encourage internal revenue generation, grants, and optimized resource management.
8. **Community Engagement** – Conduct outreach activities, digital literacy programs, and social initiatives.

The institute has a **comprehensive roadmap** to achieve its vision, mission and goals by means of short-term plans (2025 to 2028) and long-term plans (2025 to 2030).

5.4. Long term and Short Term Plans

The Long-Term Strategic Plan is a forward-looking framework designed to guide the institution's academic, administrative, and infrastructural growth over the next five years from 2025 to 2030. Anchored in the vision of empowering women through quality education in computer applications, this plan aligns institutional goals with national priorities such as NEP-2020, digital transformation, and skill-based education. It aims to ensure sustained excellence, inclusivity, innovation, and social responsibility while responding effectively to the evolving demands of the IT industry and higher education ecosystem.

The Short-Term Plan outlines focused and achievable objectives to be implemented over the next one to three years from 2025 to 2028. It is designed to translate the institution's long-term vision into actionable goals that strengthen academic delivery, enhance student skills, and improve institutional performance. The plan emphasizes quality enhancement, stakeholder participation, and effective resource utilization in alignment with UGC guidelines and NAAC quality benchmarks.

5.4.1. Academic Excellence

Short Term:

- Preparation of Academic Calendar
- Development of teaching plan as per Outcome-Based Education (OBE)
- Preparation of Lesson Plan based on Course Outcome & Program Outcome mapping

- Introduce certificate and add-on courses in Python, Web Development, Data Analytics, and Cyber Security.
- Integrate MOOCs (NPTEL, SWAYAM) into the curriculum.
- Adopt blended learning and flipped classroom models.
- Use ICT tools, smart classrooms, and digital content.
- Conduct FDPs, workshops, and training programs on emerging technologies and pedagogy for faculties
- Encourage faculty to update course content regularly.
- Implement continuous internal assessment and outcome-based evaluation.
- Provide remedial coaching and mentoring for slow learners.
- Organize coding labs, seminars, hackathons, and academic competitions.
- Strengthen soft skills, communication, and logical thinking.
- Establish MoUs with IT industries, universities, and research organizations

Long Term:

- Introduce specializations such as AI & Machine Learning, Data Science, Cloud Computing, and Cyber Security.
- Increase the number of PhD-qualified faculty.
- Encourage research-integrated teaching.
- Support faculty in publishing research and developing learning resources.
- Establish advanced computing laboratories.
- Promote guest lectures, internships, and academic exchange programs.
- Encourage higher studies, certifications, and competitive exam preparation.
- Build a strong academic mentoring and alumni support system.

5.4.2. Faculty Development

Short Term:

- Encourage and support faculty to pursue Ph.D. and post-doctoral research.
- Implement performance-based incentives and recognition programs.

- Foster a supportive and inclusive work culture for women faculty.
- Organize Faculty Development Programs (FDPs), workshops, and seminars on emerging areas.
- Conduct training on Outcome-Based Education (OBE) and NEP-2020.
- Train faculty in ICT tools, LMS usage such as Moodle and Sakai, e-content development, and blended learning.
- Motivate faculty to enroll in MOOCs, NPTEL, SWAYAM, and certification courses.
- Conduct orientation programs on research methodology, IPR, and publication ethics.
- Encourage faculty to publish research papers and present at conferences.

Long Term:

- Provide seed funding and incentives for quality publications, patents, and funded projects.
- Promote interdisciplinary and collaborative research.
- Encourage faculty to take up academic responsibilities in curriculum design, BOS, and academic committees.
- Promote participation in international conferences, FDPs, and collaborative research.

5.4.3. Research & Innovation

Short Term:

- Establish a Research & Innovation Cell (RIC).
- Organize workshops on research methodology, IPR, plagiarism, and publication ethics.
- Encourage faculty and students to undertake minor research projects.
- Promote faculty publications in UGC-CARE / peer-reviewed journals.
- Partnership with the Government agencies, Private industries for funding.

- Promote research-based higher education and entrepreneurship among students.

Long Term:

- Encourage faculty to pursue Ph.D. and advanced research.
- Carry out advanced research in emerging areas (AI, Data Science, Cyber Security).
- Collaborate with Central/State Govt. Agencies for research projects.

5.4.4. Placement & Career Readiness

Short Term:

- Strengthen the Placement & Career Guidance Cell.
- Conduct regular aptitude, logical reasoning, coding, and soft-skills training.
- Organize resume writing, interview skills, and group discussion workshops.
- Facilitate internships, industrial visits, and guest lectures by industry experts.
- Encourage students to complete industry-relevant certifications (Python, Java, Web Development, Data Analytics).
- Organize career counseling and mentoring programs

Long Term:

- Establish long-term industry partnerships and MoUs for placements and internships.
- Introduce advanced skill tracks in emerging technologies (AI, Data Science, Cloud, Cyber Security).
- Strengthen alumni engagement for mentoring, referrals, and placements.
- Promote entrepreneurship, start-ups, and freelancing opportunities for women students.
- Facilitate preparation for higher studies, competitive exams, and global certifications.

5.4.5. Entrepreneurship & Incubation

Short Term:

- Introduce more skill oriented and multidisciplinary programmes.
- Strengthen the Entrepreneurship Development Cell (EDC).
- Conduct workshops, seminars, and awareness programs on entrepreneurship, start-ups, and business models.
- Organize idea generation programs, business plan competitions, and hackathons.
- Invite successful women entrepreneurs and alumni for interaction sessions.
- Provide basic mentoring and guidance for student start-up ideas.
- Encourage participation in government initiatives such as Start-up India, MSME, and Skill India.

Long Term:

- Develop industry partnerships and MoUs to support incubation activities.
- Promote student and faculty start-ups and commercialization of innovations.
- Encourage integration of entrepreneurship education into the curriculum.

5.4.6. Infrastructure Development

Short Term:

- Upgrade computer laboratories with latest hardware.
- Strengthen Wi-Fi connectivity and campus networking facilities.
- Enhance classrooms with ICT-enabled teaching tools.
- Improve library resources, including e-books, e-journals, and digital databases.
- Provide adequate classroom furniture, lighting, ventilation, and power backup.

- Enhance safety and accessibility features such as CCTV, fire safety and benches.
- Ensure proper maintenance and utilization of existing infrastructure.
- Improve Safety& Security management
- Enhance Medical facility
- Enhance sports (indoor/outdoor) facilities
- Encourage Plantations

Long Term:

- Establish advanced computing and research laboratories in emerging areas.
- Expand library infrastructure into a fully digital and research-oriented learning hub.
- Create multi-purpose halls, seminar rooms, and collaborative learning spaces.
- Plan for campus expansion based on future academic and student needs.

5.4.7. Quality Assurance

Short Term:

- Strengthen the Internal Quality Assurance Cell (IQAC).
- Implement regular academic and administrative audits.
- Collect and analyze student, alumni, and stakeholder feedback on curriculum and teaching–learning processes.
- Promote Outcome-Based Education (OBE) and systematic documentation.
- Organize quality-related workshops, FDPs, and awareness programs.
- Prepare and Submit Annual report.
- Establish NIRF committee.

Long Term:

- Ensure timely compliance with UGC, AICTE (where applicable), NIRF and NAAC guidelines.

- Achieve higher NAAC accreditation grades and prepare for subsequent cycles.
- Promote continuous capacity building of faculty and staff in quality management.
- Encourage innovation, best practices, and institutional distinctiveness.

5.4.8. Good Governance

Short Term:

- Clearly define organizational structure, roles, and responsibilities.
- Ensure effective functioning of statutory and non-statutory committees (IQAC, Anti-Ragging, Grievance Redressal etc.).
- Implement transparent policies related to finance, recruitment and promotion.
- Strengthen grievance redressal mechanisms for students and staff.
- Promote stakeholder participation through regular meetings and feedback systems.
- Conduct internal audits and reviews of academic and administrative processes.

Long Term:

- Implement e-governance in administration, finance, admissions, examinations, and human resources.
- Promote leadership development among faculty and administrators.
- Encourage decentralized governance and participative leadership.

5.4.9. Internal Revenue Generation (IRG)

Short Term:

- Offer short-term courses in programming, web development, AI, data analytics, and digital marketing.
- Organize paid workshops, seminars, and faculty development programs for students and professionals.
- Allow computer labs to be rented for external events during non-academic hours.
- Encourage alumni donations through alumni association events.

- Efficient utilization of infrastructure and resources to reduce costs and generate savings.

Long Term:

- Launch online certificate and diploma courses for learners.
- Generate revenue through start-up incubation, IP licensing, and technology commercialization.
- Offer consultancy, training programs, and project services to IT companies and industries.
- Establish skill-development centers for the local community on a paid basis.
- Create an endowment fund for scholarships and research, supported by alumni.

5.4.10. Community Services & Outreach Activities

Short Term:

- Conduct awareness sessions on digital literacy, cyber safety, health & hygiene, environmental awareness.
- Organize short-term vocational training for local youth (e.g., MS Office, basic programming, web development).
- Participation in cleanliness drives, tree plantation, blood donation camps, and women empowerment initiatives.
- Encourage students to volunteer in teaching, awareness drives, and social service projects.

Long Term:

- Initiate long-term projects in digital education, women empowerment, environmental sustainability, and IT literacy.
- Develop apps, software, and digital solutions for local schools, NGOs, and small businesses.
- Collaborate with government, industry, and NGOs for large-scale outreach programs.

5.4.11. Student Support & Welfare

Short Term:

- Academic Support & Mentoring
- Counseling, Mental Health & Well-Being
- Safety, Security & Gender-Sensitive Support
- Conduct scholarship awareness program

Long Term:

- Financial Assistance & Student Aid
- Career Guidance, Employability & Entrepreneurship
- Leadership, Life Skills & Community Engagement
- Digital Student Support Systems

5.4.12. Monitoring & Evaluation

Short Term:

- Academic Monitoring
- Student Support & Welfare Monitoring
- Administrative & Governance Monitoring

Long Term:

- Research & Extension Monitoring
- Industry & International Engagement Monitoring
- Digital Monitoring & Data Management
- Quality Assurance & Feedback Mechanisms

5.4.13. Alumni Interaction

Short Term:

- Alumni Network Development
- Mentorship & Career Guidance

Long Term:

- Alumni in Institutional Development
- Networking & Professional Development

- Community Engagement & Social Responsibility
- Digital Platforms & Communication

5.4.14. Skill Development of Non-teaching Staff

Short Term:

- Professional & Administrative Skills
- Digital Literacy & ICT Skills
- Financial & Accounts Management
- Health, Safety & Work Ethics

Long Term:

- Career Development & Motivation
- Integration in Institutional Development

Chapter 6

NEP Preparedness

And

Integration of Indian Knowledge System

Institutional preparedness for NEP

1. Multidisciplinary/ Interdisciplinary

Smt. Tanuben & Dr. Manubhai Trivedi College of Information Science has adopted the Choice Based Credit System (CBCS) since 2014 for its Bachelor of Computer Applications (BCA) programme, reflecting the institution's commitment to holistic, skill-oriented, and multidisciplinary education. Under the CBCS framework, the institution has effectively integrated Ability Enhancement Courses (AECs) across different semesters to strengthen students' academic, professional, and personal competencies. These include Communication Skills in the first semester, Personality Development in the second semester, The Prominent Gujarati Literary Texts in the third semester, and Organizational Soft Skills in the Software Industry in the fourth semester. In the sixth semester, students are further supported through project work and interview-oriented presentation skills, enhancing their employability and industry readiness.

The institution actively promotes experiential learning by encouraging student participation in various academic competitions, cultural programmes, and technical events, both within and outside the campus. To enrich community engagement and awareness, the college regularly organizes seminars and expert lectures on diverse and socially relevant themes such as girls' safety, cyber security and cyber attacks, spiritual thought, government examination preparation, and emerging technological trends. Through these initiatives, students are sensitized to critical social issues including gender equity, women's empowerment and education, health and hygiene, sustainable use of resources, the Swachh Bharat Abhiyan, life skills, and management skills.

The institution adopts multiple pedagogical approaches such as projects, field-based activities, seminars, and extension programmes to implement experiential learning effectively, thereby providing students with real-world exposure, hands-on learning opportunities, enhanced problem-solving abilities, and industry-relevant skills.

I. Academic Bank of Credit (ABC)

Smt. Tanuben & Dr. Manubhai Trivedi College of Information Science affiliated to Veer narmad South Gujarat University and they offered student to store

their Academic Bank of Credits into flexible learning pathways, multiple entry/exit options, interdisciplinary studies, and seamless credit transfer**,** essentially building a personalized degree by earning credits from various institutions and online platforms, fulfilling the vision of India's National Education Policy (NEP) 2020.

What it transitions into:

- **Flexible Degrees:** Students can accumulate credits from different universities or online courses, allowing them to design their own educational journey.
- **Credit Mobility:** Easily transfer credits earned at VNSGU to other recognized Higher Education Institutions (HEIs) and vice versa.
- **Multiple Entry/Exit:** Supports flexible learning with options to exit with a certificate/diploma or re-enter for a degree.
- **Interdisciplinary Learning:** Enables students to pick courses across disciplines (major, minor, allied) for broader knowledge.
- **Digital Storehouse:** A virtual bank (accessed via APAAR ID) that securely holds all earned credits.

In essence, VNSGU uses ABC to offer a modern, student-centric system where credits are a transferable asset, not fixed to one institution, promoting a lifelong learning approach aligned with NEP 2020. Since 2024 onward till date we have 100 Percent Registration in ABC, All students have ABC I'd, and our approach is same for upcoming years. Also we have appointed Dr. Kartik M Thakkar as Co-coordinator for ABC, And our observation says that all collected credits can be seen on DigiLocker.

II. Skill Development

Smt. Tanuben & Dr. Manubhai Trivedi College of Information Science, affiliated to Veer Narmad South Gujarat University (VNSGU), has been consistently striving to excel in the area of skill development through a wide range of structured and need-based initiatives within the institution. The college systematically plans and organizes various academic and co-curricular activities aimed at enhancing the technical, digital, communication, computational, and soft skills of its students, thereby preparing them for higher education, employment, and entrepreneurship.

The institution offers 2-credit, skill-based certificate courses in every semester of the BCA program to ensure industry-oriented learning and employability. These courses include Fundamentals of App Development, Advanced App Development using Flutter, Advanced Web Development using WordPress, and Designing and Publishing Websites, providing practical exposure to contemporary application and web technologies.

Courses such as Office Automation Tools and Fundamentals of Graphics Design with Canva strengthen digital productivity, documentation, and creative design skills, while Cyber Security and Ethical Hacking and Fundamentals of Software Engineering introduce students to secure systems, development life cycles, and professional ethics.

To address emerging industry needs, the institution also offers advanced certificate courses in Fundamentals of Google Cloud Applications, MERN (JavaScript-based Full Stack Development), and Data Science with Python, enabling hands-on learning in cloud computing, full-stack development, and data analytics through projects and practical assignments.

These skill-based initiatives, aligned with the CBCS framework of VNSGU and its emphasis on Skill Enhancement Courses (SECs), ensure holistic student development by enhancing technical competence, digital skills, problem-solving ability, and career readiness, thereby improving overall employability.

Below are the list of courses approved by Veer Narmad South Gujarat University, we are affiliated with.

Fundamentals of App Development
Advanced Web Development Using Wordpress
Advanced APP Development using flutter
Office Automation Tools
Cyber Security and Ehical Hacking.
Designing and Publishing Website
Fundamentals of Graphics Design With Canva
Certificate Course in Fundamentals of Google Cloud Applications

Certificate Course in MERN- Java-Script Based Full Stack Development Course
Certificate Course in Data Science with Python
Certificate Course in Fundamentals of Software Engineering

Future more courses as per the need will be added .

III. Appropriate integration of Indian Knowledge system (teaching in Indian Language)

The Indian Knowledge System (IKS) represents a holistic and culturally rooted approach to education that integrates India's ancient wisdom with contemporary academic practices. At Smt. Tanuben & Dr. Manubhai Trivedi College of Information Science**,** IKS is systematically embedded into the teaching–learning process through a Value-Added Course offered in the semester**,** ensuring that students gain early exposure to India's rich intellectual and cultural heritage. This course promotes a comprehensive understanding of knowledge that extends beyond conventional textbook learning and encourages value-based education.

In accordance with the Indian Knowledge System (IKS) also known as BKS (Bhartiya Knowledege System) syllabus, the institution systematically integrates the Indian Knowledge System (IKS) into its teaching–learning process to promote culturally rooted and value-based education. A dedicated Value-Added Course is introduced at the entry level to provide students with a foundational understanding of Bharatiya knowledge traditions, including Indian literature (Vangmay), the Aṣṭādaśa-vidyās, folk and oral traditions, social systems, arts, and the relevance of Indian knowledge in the contemporary global context. Teaching is supported through Indian languages wherever appropriate, ensuring conceptual clarity and cultural inclusivity.

The curriculum further strengthens traditional knowledge through the introduction of Vedic Mathematics, where students learn and apply Vedic Sutras for efficient calculation, logical reasoning, and problem-solving. This practical approach effectively bridges ancient Indian scientific methods with modern analytical and computational needs.

Holistic development, a core principle of the Indian Knowledge System, is encouraged through co-curricular activities organized by the Cultural Committee and

Sports Club Cell. The celebration of cultural, national, and wellness-oriented events such as Holi, Ganesh Chaturthi, Navratri, Teachers' Day, Sports Day, National Sports Day, and International Yoga Day fosters social harmony, physical well-being, teamwork, discipline, and ethical values among students.

IV. Practical and Experiential Learning

It emphasizing hands-on and experiential learning is a key thrust area of the teaching–learning process in alignment with the principles of the Indian Knowledge System (IKS)**.** The curriculum provides project-based and experiential learning, enabling students to apply theoretical concepts to practical situations. To further strengthen this approach, the institution has introduced add-on certificate courses that enhance conceptual understanding while fostering adaptability, innovation, and skill development.

In alignment with the experiential learning philosophy of IKS, the institution emphasizes project-based learning, add-on certificate courses, and hands-on activities that enable students to apply theoretical concepts to real-life situations. A mandatory internship in the final semester provides students with field-level and industry exposure, helping them understand workplace practices, apply classroom learning, and develop professional competencies. Through these initiatives, the institution effectively integrates traditional Bharatiya knowledge with contemporary education, ensuring holistic and skill-oriented student development.

In subsequent semesters, students are introduced to Vedic Mathematics, where learning is not limited to theoretical concepts but is reinforced through the practical implementation of various Vedic Sutras**.** These applications enhance logical thinking, problem-solving skills, and computational efficiency, thereby effectively bridging traditional knowledge with modern analytical requirements.

The institution promotes holistic development primarily through the activities organized by the Cultural Committee and the Sports Club Cell. These committees actively celebrate and organize various cultural, national, and wellness-oriented events such as Holi, Ganesh Chaturthi, Navratri celebrations, Teachers' Day, Sports Day, National Sports Day, and International Yoga Day. Such events foster cultural awareness, physical well-being, teamwork, discipline, and social harmony among

students. Through these initiatives, our college effectively nurtures the all-round development of students in alignment with the values and spirit of the Indian Knowledge System.

V. Inclusivity and accessibility

They are key priorities of the Indian Knowledge System (IKS)**.** In this spirit, we make continuous efforts to create an educational environment that is inclusive and accessible to all students**,** irrespective of socio-economic background. The institution follows inclusive academic practices and extends necessary academic and mentoring support to address the diverse learning needs of students**,** ensuring equitable learning opportunities.

The Indian Knowledge System places strong emphasis on digital literacy**,** and the institution actively supports students in developing essential digital competencies. To facilitate continuous learning, subject-wise study materials and notes are provided through Google Classroom**,** enabling students to access learning resources for laboratory work as well as anytime access thorugh mobile phones**.** The college also uses Google Forms for collecting information related to day-to-day academic and student-centric activities**.** Important news, notices, and announcements are regularly disseminated through the college website, Instagram page, and WhatsApp channels, ensuring timely communication and digital engagement. These practices collectively strengthen students' digital awareness and readiness for the technology-driven world.

The institution also promotes environmental consciousness, integrating sustainability-oriented education and practices into academic and campus life. Several departments offer curriculum components that address environmental awareness and sustainable development**.** The college campus follows an eco-friendly policy and is a single-use plastic-free campus. Awareness initiatives and cleanliness drives are organized to sensitize students toward environmental responsibility. Periodic monitoring and initiatives for campus greening further contribute to environmental enrichment.

Conclusion

The Institutional Development Plan acts as a guiding framework for **Smt. Tanuben & Dr. Manubhai Trivedi College** in realizing its true potential. It has been formulated through a systematic and reflective planning process aimed at identifying institutional priorities and future directions. While merely outlining plans does not guarantee success, the Institutional Development Plan offers valuable insights and clearly defines the path to be followed to achieve the institutional goals. Effective execution of the plan, supported by collective effort and team spirit, will contribute to the holistic development of the college and ensure long-term success and sustainability. Continuous monitoring, evaluation, and timely corrective measures are essential to address any significant deviations during implementation. In this regard, the **Internal Quality Assurance Cell (IQAC)** plays a crucial role in ensuring quality, consistency, and effective implementation of the Institutional Development Plan.