



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**CAMP EDUCATION SOCIETY'S RASIKLAL M.
DHARIWAL INSTITUTE OF MANAGEMENT**

SECTOR NO. 27 / A, PRADHIKARAN, NIGDI, PUNE - 411044

411044

www.campmba.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Parent Trust, Camp Education Society(CES), established in 1885, by social workers among whom prominently were Shri. Rajanna Polas, Shri. Balkrishna Motado and Shri. Gangaram Mhaske. Efforts of these leading men were guided and solemnly blessed by great social leader Mahatma Jyotiba Phule. CES started school for poor workers' children from Pune Cantonment Board. During 1980-2002 CES bloomed and flourished under skillful guidance of Chairman Late Shri. Dr. Arvind B. Telang & Hon. Shri. W. D. Sancheti for over two decades. CES has spread its social work through schools and colleges with over 15,000 students.

CES's Motto, 'Service & Sacrifice', is reflected through every endeavor. Funds are raised through philanthropers' donations and quality education is made available at minimal fees possible.

India is having large young population completing graduation who are unable to take quality professional education due to in exorbitant fees. CES under leadership of Hon. Shri Walchand Sancheti and other Trust members decided to start MBA institute to avail quality professional education to 'wards' of common people. Rasiklal M. Dhariwal Institute of Management (formerly Institute of Management) started in 2012 is AICTE approved, Government of Maharashtra Recognized and affiliated to Savitribai Phule Pune University (SPPU).

Right from inception, institute has strived in line with motto of Parent Trust and attempted to give quality education at minimal possible fees.

Institute has Vision to "Providing conducive environment for developing business leaders" and defined its Mission to "Building Professional Careers with Human Values".

Institute accomplishes its Vision and Mission through qualified, experienced and dedicated faculty members and staff who are continuously engaged in extending best to students. Institute has proactively developed state of art modern facilities like 100 % SMART Classrooms, Language Lab, Personality Development and Soft Skills Lab.

Institute has library with books, e-books, digital library and memberships. Institute regularly organizes Industrial visits, Industry interaction, Seminars, Workshops, extension activities to update students' knowledge, Skills and have holistic development.

Institute is ISO 9001:2015 certified. Believing in sustainable development, institute has 100 % renewable energy campus, facilities of rain water harvesting and waste management.

Vision

Providing conducive environment for developing business leaders.

Mission

Building Professional Careers with Human Values.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Conducts MBA programme of SPPU (NAAC Accredited A+ University).
2. MBA programme has 100 % CBCS and Grading System
3. Parent Trust established by social workers for social cause has a legacy of 133+ years.
4. State of the art infrastructure and ultra modern teaching aids:
 - 100 % SMART Classrooms with interactive white board, LCD, Computer, Multimedia speakers, 100 MBPS internet connectivity.
 - 100 % teachers use ICT based teaching-learning practices
 - Language Lab to improve the language proficiency & phonetics.
 - Soft Skills & Personality Development Lab to enhance personality and communication skills.
 - Computer Labs with latest branded computers
 - Library with rich collection of books, e-books, e-resources, journals, e-journals, memberships – DELNET, NDL, etc.
 - Auditorium with audio visual aids having capacity of over 300 persons.
5. Conducive environment for faculty members, staff members and students:
 - Admissions through CAP administered by Admission Regulatory Authority, Govt. of Maharashtra.
 - Barrier Free campus with all the facilities for Divyangjan students.
 - Emphasis on holistic development of students.
 - Significant representation of faculty members on various bodies at University level.
 - Welfare measures for staff and students
 - Government and Institute scholarships for needy students
 - Committee form of organization structure
6. Supportive Management Policies resulting in more than 50 % staff retention since establishment.
7. More than 60 % teachers are Doctorates or pursuing Ph D and average experience of teachers is more than 10 years.
8. Facilitate financial support to the faculty members and students for attending FDPs, Seminars, workshops, etc.
9. Institute carries out extension activities on regular basis to inculcate human values among students and faculty members like blood donation camps, visit to old age Homes and Tree plantation drives, etc.
10. 100 % Solar Energy supported campus, rain water harvesting, energy efficient campus.
11. Location advantage helps in developing strong linkages with industry, Academia and Social bodies.

Institutional Weakness

- Institute being an affiliated to SPPU, has limited flexibility to modify curricular aspects. It follows the curriculum designed by University that is updated every three years. Institute has limited exposure in the designing of the curriculum.
- Institute is established in 2012 and has only six years of its existence. Six years being a very small duration, institute has limitations in creating its brand and impression in the stakeholders. This limits in attracting the number of MBA aspiring students, prospective employers, international students, faculty and foreign University for collaborations,.
- MBA being a Professional Master's degree and MBA pass out graduates having career opportunities in industry, students rarely go for higher studies (Ph. D) or competitive exams.
- Majority of the admitted students having their schooling and under graduation from vernacular medium are apprehensive in nature and lack in good communication skills.
- Parent Trust having 475+ members and funded through Philanthropers donations' has its own financial and operational limitations.
- Institute being in its initial phase of establishment has limitations in receiving funded research.
- Institute has limitations in providing Faculty members the supporting infrastructure and facilities for research and book publications.
- As placement scenario is highly dependent on global and national economic conditions, there are limitations to placements of students in core industries and with attractive packages.

Institutional Opportunity

- Institute being in its initial phase has opportunities to improve the academic ranking of institute students in University.
- Institute can explore the opportunities to increase number of students registering for short term certification courses through MOOCs, SWAYAM, etc., to increase employability ratio.
- Institute can introduce more skill based certification programmes to the students to increase their employment opportunities.
- Though only five batches have passed out, institute can focus on strengthening Alumni Association and increase the financial and non-financial contribution of alumni in the progress of the institute.
- Institute being located in the vicinity of industrial belt of Pimpri-Chinchwad, it can increase industry-institute linkages through MoUs to offer better opportunities for SIP, dissertation and final placements.
- Through the incubation cell, institute can enhance entrepreneurship skills of the students and encourage them to establish their own startups.
- Institute can start research center that will facilitate creation of research culture in institute.
- Faculty members can write research papers to be published in indexed national and international journals.
- Institute can explore the opportunities to receive grants under AICTE and UGC schemes for FDPs, MDPs, Research & Development, etc.
- Institute can explore the opportunities to offer professional consultancy to MSMEs in and around the Pimpri-Chinchwad industrial area.
- Institute can explore opportunities for collaborations with Foreign Universities and industry for faculty and student exchange programmes.

Institutional Challenge

- Attracting more number of MBA aspirants and increasing the demand of institute is a challenge in the competitive environment.
- MBA being a professional masters degree and high investment required as compared to other masters programmes, reducing the student dropout rate due to financial and other reasons is a challenge to the institute.
- The minimum eligibility being any graduate with 50 % marks at under graduate level, students with diverse background (BA, B. Com, B. Sc., B.E., B. Pharm., BBA, BCA) are admitted in MBA programme. The diversity in educational background creates challenge for institute to comply with these diverse needs.
- Pimpri-Chinchwad being a industrial hub of MSMEs and manufacturing companies and wards of industrial employees taking admission to MBA programme, the financial background of students hampers to carry out certification and additional skill development programmes.
- As the schooling and under graduation of the admitted students is through vernacular medium, improvising students' University Ranking create a challenge for the institute.
- The economy shifting to service industry and further to knowledge era and the students expecting placements in manufacturing industries creates a challenge for the institute for 100% placements.
- Admissions are done through Centralized Admission Process and majority of the students are eligible for government scholarships. Institute being Self Financed institution, creates a challenge for resource mobilization from various agencies.
- Ensuring quality in self financing education sector is a challenge for the institute.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Institute is affiliated to SPPU and conducts MBA programme of University. Choice Based Credit System and Grading System is followed for MBA programme. Institute faculty members are involved in the designing of curriculum through syllabus revision meetings conducted by Board of Studies (BOS). Faculty members attend the respective orientation workshops conducted by SPPU to understand the length and depth of each course.

Institute follows well designed and implemented structure for the attainment of POs, PSOs and COs. The institute ensures effective curriculum delivery through Academic Calendar, Teaching Plan, Concurrent Evaluation Plan, Time table, etc. IQAC (formerly Academic Committee) prepares the academic calendar in line with the University calendar for every semester. The academic calendar includes class room teaching, CIE schedule, schedule of co-curricular and extracurricular activities. The academic calendar, teaching plan, CIE schedules are shared with the students well in advance at the beginning of the semester. Academic coordinator monitors the implementation of the academic calendar.

Evaluation of attainment of COs is done through CIE components that include class tests, class participation, GDs, Presentations, open book tests, role plays, online MCQ test, ETE, etc. Attainment of COs converges into attainment of POs and PSOs.

Institute take constant efforts for overall grooming of the students through co-curricular and extracurricular activities. Co-curricular activities includes seminars, workshops, guest lectures on specific topic related to any specialized area like capital markets, digital marketing, entrepreneurship & start ups, innovation, etc. Industrial

visits are conducted to give practical exposure of the corporate world. Extra Curricular activities include activities like blood donation camps, tree plantations, visits to orphanage, old age homes, blind center, adarsha gram (ideal viilage), self defense for girls students, counseling, etc.

Students undertake field projects, field visits, summer internship programs and dissertations to acquire industry exposure which enhances the curriculum. Institute imbibes life skills among student through classroom and lab sessions.

Institute believes that curriculum cannot be implemented effectively without strong and structured of feedback system. Feedback is taken from all relevant stakeholders like students, alumni, employer/industrialist, and faculty. Feedback system helps the institute to evaluate and improvise system.

Teaching-learning and Evaluation

Students are admitted to MBA through CAP administered by ARA, Government of Maharashtra and are strictly on merit basis adhering to statutory reservation policies. Total admissions and average percentage of seats filled against reserve category is consistently increasing.

Institute assesses students' learning levels immediately after admissions and takes effective actions like course wise orientation, remedial lectures, counseling and mentoring, language lab sessions for language proficiency. Activities like extra lectures, Buddy concept, counseling sessions for slow learners and additional assignments, participation in competitions for advanced learners are conducted.

No admissions of physically handicapped students done since establishment, yet all facilities for Divyangjan are available.

Student centric methods, such as experiential learning (SIP, industrial visits, summer internship projects, guest lectures and interaction with eminent personalities from industry and outreach programmes), participative learning (minor group assignments, role plays, group discussions, participation and coordination of intra-college seminars, workshops, competitions and inter-college competitions), Problem Solving (Case study approach, crossword puzzles, mini-project, numerical solving) methods are used for enhancing learning experiences.

For effective teaching learning process, faculty members exploits ICT based teaching (SMART classroom, Computer labs, Language Lab, Personality Development Lab and e-learning resources like YouTube, NPTEL videos, e-shodhsindhu). Strong bond between teachers and students is created through Mentor- mentee scheme to minimize academic and stress related issues. Rational and out of box thinking is developed among students by use of creative teaching- learning practices (Jigsaw method, Flipped classroom method, BRM competition, Google classroom).

Student teacher ratio is better than norms of regulatory authorities. 40% teachers are Ph.D. holders and 20 % are perusing Ph D. Teachers with combination of industrial and academic experience enhances teaching-learning effectiveness (average experience is 12.83 years). Majority of teachers are involved in various committees of University for syllabus revision, paper setting, evaluation, etc.). Recruitment of teachers is through University Staff selection committee purely on merit basis.

Evaluation is through transparent and robust CIE mechanism and evaluation related grievance mechanism is in

place.

POs, PSOs and COs are communicated to students and attainment of these are evaluated through direct and indirect ways like CIE, ETE, feedback.

Research, Innovations and Extension

Institute makes all probable efforts to make students and faculty members aware about need and importance of research. Academic assistance, Administrative help, support and study leaves are given to faculty members who want to pursue the higher education like M. Phil, Ph.D. The institute conducts workshops, seminars and activities related to industry-academia, innovative practices and to enrich research knowledge among the students and faculty members. Institute provide all possible support to faculty members for publishing their research work in reputed national and international journals / conferences. Institute encourages the faculty members publishing the books and faculty members have published books.

To sensitize students and staff members about social issues, gender disparities and inequality, institute conducts extension activities. Blood donation camps, tree plantation drives, visit to orphanage home, old age homes, Aadarsh gram (ideal village), Self defense training to girls, etc. are conducted to inculcate values, responsibility towards society, and to attain holistic development of students.

Institute conducts career guidance seminars for the final year students of graduation in the UG colleges in vicinity to enable undergraduates to take proper decisions regarding career choice after graduation.

Students participate in programs such as Swachh Bharat and Gender issues conducted by institute and the number of student participation is increasing over years.

Collaborations are established with academic institutions for student exchange, faculty exchange, joint activities, exposure to different culture and with industry for training, academic enrichment, resource exchange, industrial visit, training,.

MoUs are signed with 13 academic institutions and companies. MoUs are functional through the activities conducted frequently.

Thus, in a short span of time since inception institute has attempted to handle the issues related to research, innovation, sensitize students to social issues, gender disparities and inequality, MoUs and collaborations in the best possible way.

Infrastructure and Learning Resources

Institute has state of art infrastructure to facilitate teaching-learning. Institution is spread over 0.5 acres of land with excellent landscaping, covered parking, architecturally designed spacious ventilated SMART class rooms, Library, computer labs, seminar hall and amenities. Institute is well-equipped with ICT tools, 100 MBPS internet connectivity and audio-visual facilities. A well equipped seminar hall with seating capacity of over 250, with audio visual equipments is available. 25 KVA generator back up is available in case of power failures. Campus has specious play ground and gymnasium equipped with adequate facilities are available in sharing with the sister college. The indoor games facilities like carom, table tennis, chess etc. are available

exclusively for institute students and faculty members.

Library has excellent collection of books, e-books, national and international journals, CDs, DVDs, e-journals membership of NDL, DELNET, Shodhganga, e-shodhsindhu. The library is automated through Vriddhi software. Digital library facility with 10 computers is available for students. Access of e-books and e-journals is available on any computer through 100 % LAN.

Institute has wi-fi campus and entire campus is under CCTV surveillance. To fulfill academic and research needs, the institute has substantial network computers with 100 Mbps internet connectivity. Well maintained full fledge fire fighting system with separate overhead water tank, pumps and valves, dry CO2 cans at prominent locations are provided to handle adverse uncertainties. Security guards assure the safety and security of the campus. Lift is maintained through Annual Maintenance contract. Computers are maintained by internal staff as well as by separate technician appointed at parent trust level. Sufficient budget is allocated for maintenance and augmentation of campus infrastructure.

Student Support and Progression

Students admitted in MBA are eligible to avail government scholarships and institute make students aware of various scholarships available and support throughout the process. Number of students availing government scholarships is consistently increasing in last five years.

Institute is provides scholarships to needy students and 72 were benefitted through it in last five years. Wards of employees of parent trust are given concession in fees and three students were benefitted with 50% concession in fees. The amount of scholarship and concession is transferred from parent trust account to institute account.

Capacity enhancement and development schemes like Yoga and Meditation, Career Counseling, Soft skill development, Language lab, Personal Counseling, Guidance for competitive examinations are implemented throughout the year.

To develop students, various workshops, seminars, programs are conducted. All programs have been hosted, conducted and anchored by students through various committees. Total 342 students have attended the programs in last five years.

Transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases is functional. No case of sexual harassment and ragging has occurred in last five years.

One teacher is incharge of the placement activities and students are offered placement assistance through on and off campus placement drives organised at institute and other places.

MBA being professional master's degree, students prefer to join corporate offering lucrative careers options than higher studies or competitive exams. Institute encourages students to pursue higher education and 02 students have registered for Ph.D. program.

Students and various stakeholders have representation in various statutory and no statutory academic and administrative committees of institution.

MBA students have focus on corporate career and are less serious in sports and cultural activities. However institute has made indoor and outdoor games facilities available for students and sports competitions are held by institute. Students use these facilities for recreation.

First batch of MBA passed out in 2014 and institute is in process of alumni association registration. However, institute has conducted activities in association with alumni.

Governance, Leadership and Management

Camp Education Society (CES) established in 1885 with social cause to make available quality education to common people at affordable fees. Current scenario of industrialization and global competition has gained prime importance to MBA and as the motto of CES, 'Service and Sacrifice', it decided to avail Management education to common people.

Institute provides conducive environment of learning, growth and professionalism. Institute practices decentralization and participative management. Institute has various statutory and non-statutory committees like CDC, IQAC (formerly Academic Committee), Library Committee, Anti- Ragging committee, Internal Complaint Committee, women's grievance committee, Start-up and Innovation Committee that ensures achievement of goals, vision and mission. Institute's governance is decentralized with representation of students and various stakeholders.

Institute has well defined perspective plans and well planned strategy for its deployment. Perspective plan for first five years included improvement of infrastructure, modernization of teaching-learning resources, cost effectiveness, industry-institute interaction initiation, create conducive environment for students and staff that has been well executed to achieve planned objectives.

Well established organizational structure assures smooth functioning of administrative and academic processes supported with e-governance. Institute has effective welfare measures for teaching and non-teaching staff that has resulted in better employee retention.

Faculty members are encouraged to attend FDPs, workshops, conferences, skill development programs, seminars, and to publish research papers by providing financial and nonfinancial assistance. In house training programmes are arranged for non-teaching staff as well as deputed to other institutions.

Institute has well designed performance appraisal system for faculty members and staff. AAA audits are conducted annually and performance is reviewed through predefined procedure. Institute conducts internal and external financial audits regularly..

Institute is established through philanthropists donations and funds are mobilized through fees from students, parent trust and SPPU activity specific grants.

IQAC has been instrumental in institutionalizing quality assurance strategies and processes. Institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC. Institute received ISO certification recently.

Incremental improvements have been achieved in last five years in curricular aspects, Teaching-Learning and Evaluation, Infrastructure and Learning Resources.

Institutional Values and Best Practices

Institute promotes gender equity by organizing various activities through SPPU (Nirbhaya Kanya Abhiyan). Institute shows gender sensitivity by offering safety and security and all measures for safety and security are practiced by institute. Counselling sessions are conducted by experts and personal counselling is done by teachers as per requirement. Separate common rooms for boys and girls are available..

Alternate energy initiatives like 100% solar power generation; gradual replacement with LED tube lights; waste management practices; rain water harvesting have been implemented by institute. 40 % staff members use public transport and students are encouraged for adopting green practices. Green practices are further extended to LAN based communication leading to paperless institute, use of one side blank pages for internal communication, back to back printing for SIP reports. Institute is environment conscious as well as sustainable and certified for Energy and Green Audit.

Divyangjan friendliness resources - ramp, lift, rails, wheel chair, scribe, physically handicapped toilet and rest room are available in institute. Institute has locational advantage through which institute conducts career guidance for students of nearby UG colleges, Job-Fair, Blood Donation camps to contribute to local community.

Code handbooks for students, teachers, governing body, administration including Director and support staff are available in institute and on website.

To inculcate national integrity and increase awareness about national identities, fundamental duties and rights, institute conducts various activities. Programs are conducted for the promotion of universal, national, and human values. Various national festivals are celebrated to inculcate national integration, communal harmony and social cohesion.

Institute maintains complete transparency in financial, academic, administrative and auxiliary functions.

Few of best practices at institute include:

- Environmental sustainability through 100 % solar energy campus, green practices, LED lighting. Practicing good habits of switching off fans and lights while leaving the work area.
- Adopting ultra modern teaching aids for teaching-learning include SMART Classrooms, google class, google drive, Language lab, soft skills and personality development lab, you tube videos, short films.
- Extensive counselling and support by teachers and experts.
- Institute level scholarships where needy students are given scholarships by parent trust.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CAMP EDUCATION SOCIETY'S RASIKLAL M. DHARIWAL INSTITUTE OF MANAGEMENT
Address	Sector No. 27 / A, Pradhikaran, Nigdi, Pune - 411044
City	PUNE
State	Maharashtra
Pin	411044
Website	www.campmba.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	BHARAT PRALHAD KASAR	020-27640654	9209101851	020-27640655	director.campmba@gmail.com
IQAC Coordinator	ASITA ASHOK GHEWARI	020-27308012	9766347360	020-26350277	naac.campmba@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college

30-08-2012

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State**University name****Document**

Maharashtra

Savitribai Phule Pune University

[View Document](#)**Details of UGC recognition****Under Section****Date****View Document**

2f of UGC

12B of UGC

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**Statutory Regulatory Authority****Recognition/Approval details Institution/Department programme****Day,Month and year(dd-mm-yyyy)****Validity in months****Remarks**

AICTE

[View Document](#)

01-07-2018

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Approval for A Y Eighteen Nineteen

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

No

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	Sector No. 27 / A, Pradhikaran, Nigdi, Pune - 411044	Urban	0.5	2144.36

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA, Management	24	Any Graduate	English	120	103

Position Details of Faculty & Staff in the College

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

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	3	5	0	8
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	1	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	1	1	0	2

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		5	2	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	59	0	0	0	59
	Female	43	1	0	0	44
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	16	7	8	5
	Female	8	5	5	5
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	0	1	1
	Others	0	0	0	0
OBC	Male	8	7	9	9
	Female	7	0	2	4
	Others	0	0	0	0
General	Male	20	26	45	27
	Female	15	15	18	19
	Others	0	0	0	0
Others	Male	5	3	2	2
	Female	2	0	0	1
	Others	0	0	0	0
Total		82	63	90	73

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 289

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
82	63	90	73	61

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
34	31	34	32	30

File Description	Document
Institutional data in prescribed format	View Document

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
20	33	31	32	17

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	5	5	5	5

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	8	8	8	8

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 04

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
25.16	34.35	33.17	31.54	29.86

Number of computers

Response: 65

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

Planning:

Institute follows the curriculum of Savitribai Phule Pune University. Planning of new semester starts well in advance, at the end of the previous semester. Planning of semester starts by taking course preferences from faculty members. Head of the institute in consultation of academic committee allocate courses to faculty members by matching the workload and expertise in the respective course. Institute prepares academic calendar aligned with SPPU academic calendar. Academic calendar schedules academic, curricular, extra-curricular activities and concurrent evaluation of each subject. At the same time, time table of each class and computer lab is prepared. Every year institute plans industrial visit to get an exposure of internal working of industry. For SIP / Dissertation, institute communicates to the student progress plan during SIP orientation. Students have to follow progress plan of SIP / dissertation.

Faculty members prepare course file which includes teaching plan, class notes, question bank, university question papers, PPTs and supplementary material. Each subject faculty has the autonomy to decide concurrent evaluation parameters appropriate to the respective subject in consultation of academic committee. Teaching plan for each subject is in line with the university syllabus. Time table and concurrent evaluation parameters are communicated to the students by displaying it on the notice board.

Implementation:

The academic co-ordinator monitors academic progress to make sure effective implementation of the plan. Every subject faculty reviews his / her own academic plan with actual. This ensures identification of gaps, if any. The respective faculty with the consultation of academic committee takes corrective measures to bridge the gap. Academic committee conducts the periodic meeting to monitor teaching-learning process. On the request of students through subject faculty, institute arranges lectures of expert personalities from other Institutes / universities and Industries.

Each course faculty maintains attendance of the students. Class coordinator compiles monthly attendance of each student for all courses. Every month defaulter list is prepared based on attendance and displayed on the notice board. Mentors of the respective defaulters take follow up of that particular student, with the intention that he / she can counsel. Institute arranges remedial classes and personal counseling for the slow learners. Advance learners are encouraged to take part in inter-collegiate competitions.

Each course faculty conducts concurrent evaluation as per schedule. If any student fails to attend concurrent evaluation due to some unavoidable reason then course teacher considers the request of retest on a case to case basis. Academic Committee takes course faculty feedback twice in a semester. Based on feedback analysis corrective measures are implemented in consultation with respective faculty.

Industrial Visits are planned and coordinated by the class coordinator and placement coordinator. Every faculty is allocated proportionate students for guiding the Summer Internship Programme / Dissertation. The curricular and extracurricular activities are coordinated and conducted by the students under the guidance of faculty members. By practicing this students' leadership skills, communication skills and negotiation skills are developed.

File Description	Document
Any additional information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 6

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	0	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 365.38

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	4	4	1

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 84.08

1.2.1.1 How many new courses are introduced within the last five years

Response: 243

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 1

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 33.23

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
48	37	44	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

The institute being a co-educational institution has a barrier free environment where the students of both the genders learn together and are offered equal opportunities in the overall development.

Various committees like Internal Complaint, Anti Ragging committee, Women's Grievance Redressal are functional in the institute and squad maintains a conducive environment.

The institute conducts syllabus framed by the affiliating University, SPPU that includes various courses that make students aware and proficient related to cross cutting issues and encourages students to adopt practices of good citizenship through learning curriculum that includes courses through out four semesters. Significant number of courses address such cross-cutting issue.

The cross cutting issues are also tackled through co-curricular and extra-curricular activities like tree plantation, blood donation camps, visits to handicap centers, orphanages, old homes, Adarsha gram (ideal village), etc.

Gender Issue:

By default the institute does not promote gender inequality activities. To inculcate gender equality among the students, the institute endorse following practices:

- The admissions are done through centralised admission system conducted by Government of Maharashtra that ensures equal opportunity to all genders.
- Posters related to gender equality, Anti-ragging are displayed at prominent places of institute.
- Different cells like student Grievance cell, Internal Complaint, Anti-ragging are functional in the institute.
- Code of conduct handbook is given to students at the time of admission. Faculty members act as watch dog to follow the same.
- Institute gives equal opportunity to every student to participate in curricular and extra-curricular

activities, placements etc.

- Every year institute celebrates International Women’s Day by felicitating Successful women in the society.

As a result of the above measures and efforts of the institute, no such case has been registered till date from inception of the institute.

Environment and Sustainability Issue:

Institute understands the need of environment and sustainability consciousness. To encourage this institute run various campaigns:

- The institute campus is self sufficient in power generation through 12 KWP Solar Photo Voltaic System installed in the campus. The Solar PV System generates excess electricity that is supplied to State Electricity Board saving Carbondioxide emission.
- Habits of using electric appliances in the most optimum way are inculcated in the students and staff of institute like instruction of ‘switch-off switch whenever not required’ is displayed.
- Institute organizes tree plantation drive every year and has maintained with lush greenery in the institute premises.
- The institute uses one side blank papers for internal communication. For paperless work, institute encourages communication through Email, SMS, LAN, etc.
- E-waste collection hub is at the prominent place of the institute to promote reuse and reduce of e-waste.
- Institute encourage students to print SIP / Dissertation reports on back to back pages.

Human Values and Professional Ethics:

Human values help us to live in harmony with the world. To instill human values and ethics Institute organizes blood donation camp, orphanage home visit, Handicap Center visit, seminars on such topics etc.

List of courses which addresses these issues is uploaded in additional information.

File Description	Document
Any Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 10	
1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years	
Response: 10	
File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships	
Response: 69.51	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 57	
File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A.Any 4 of the above</p> <p>B.Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A.Any 4 of the above</p>
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File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 4.76

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	4	4

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 61.5

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
82	63	90	73	61

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
120	120	120	120	120

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**Response:** 57.64

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
37	13	15	16	13

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

Immediately after the admission process, institute assesses the learning levels of the students on the basis of graduation courses, past academic performance, Entrance Exam score, and demographics. The purpose is to get an idea about students learning capacity. Based on this assessment institute adopts different actions as per learning aptitude, viz.,

- 1. Remedial Lectures:** Students with commerce and arts graduation are given special sessions for courses related to statistics and mathematics where as those with non-commerce graduation are given special sessions for courses related to accounting / finance.
2. Extra efforts are taken for the students coming from vernacular medium, for improvement in English and soft skills with the help of 'Language Lab' and 'Personality Development & Soft Skills Lab'.
3. On a continuous basis, performance of students in the concurrent evaluation is used to identify the needs for remedial teaching.

The above mechanism helps the institute to identify slow learner and advanced learner and take required remedial measures.

Institute offers strong mentor - mentee program. The faculty mentors are assigned to a group of students. Mentors identify the needs of students through initial meetings. Faculty mentors assess students on the above criteria.

The following extra inputs are given to slow learners:

1. **Extra Lectures:** Gist sessions by senior faculty members from other institutes / industry are conducted for difficult courses.
2. **Counseling session:** Counseling of slow learners is done by their respective mentor to identify their problems and accordingly remedial actions are taken.
3. **Buddy concept:** Students are suggested that a commerce graduate and a non commerce student sit together for Accounts and finance sessions and Engineers and science graduates with Arts and Commerce students for statistics and mathematics based courses. These students are informal mentors of their fellow students.
4. Besides organizing different academic improvement inputs for slow learners, institute also organizes personality development and communication skills enhancement programs.

Special Programs for advanced learners: For excelling further in the performance, advanced learners are motivated and encouraged:

1. To participate in different competitions organized in house as well as outside the college.
2. Outstanding students are felicitated by giving appreciation certificate.
3. Additional assignments are given by course teacher.
4. Competitive examination sessions (MPSC / UPSC and Banking Exams) and placement cell are made available to provide career enrichment opportunities.

The provisions included in the curriculum (Page No. 10, point no. 3.9.1, 'Registration Process') of SPPU take care of Fast / Slow learners as below:

1. It is expected that a student registers for 26 credits in SEM I and II each, 27 Credits in SEM III each and balance 21 credits in Sem IV.
2. However fast learners (under accelerated plan), may be permitted to register for 2 full credit / 3 half credit courses in excess of the normal
3. Likewise, slow learners, may be permitted to register for 2 full credit / 3 half credit courses less than the normal credits defined for a semester.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 13.67

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response:

Institute believes that teaching learning process should be student centric so that students can enhance their learning. For student centric teaching learning process, institute promotes experiential learning, participative learning and problem solving methodology.

Experiential Learning Method: Experiential learning for enhancing learning experiences is achieved through industrial visits, summer internship projects, guest lectures and interaction with eminent personalities from industry and through outreach programmes. Institute organizes industrial visits every year to get experience of internal working of a companies. As per MBA curriculum every student has to undergo an internship of eight weeks after the second semester. Also he has to complete a dissertation in fourth semester. During internship the student works in some organisation and work on some project assigned by the company for eight weeks. Thus summer internship project gives students corporate exposure and gives them the opportunity to practice and test knowledge and skills they have learnt in the classroom. During dissertation students have to either work on an application based problem or do desk research under the supervision of a faculty member. Dissertation requires a high degree of involvement of the student which leads to experiential learning.

The co-curricular and extracurricular activities are frequently organised. Institute follows the policy of coordination and conduction of every activity by the students under the guidance of faculty members. Teams of students are formed who take care of various aspects of the event that includes coordination with the resource persons, venue management, stage decoration, anchoring, catering arrangements, discipline, etc. These experiences enrich the students with stage confidence, public speaking, soft skills, team building, leadership, etc.

Participative Learning Method: The teaching learning pedagogy adopted by the institute includes participatory learning methods. All the faculty members are encouraged to have presentations, minor group assignments, role plays, group discussions, etc. that expect a high degree of active personal involvement of students in the learning process. For the conduct of intercollegiate activities like seminars, workshops, events, etc., student volunteers approach various colleges and institutes in the city for campaigning. Through campaigning and volunteering in various events students gets exposure of team building, leadership skills, negotiation skills, etc.

Problem Solving Method: The faculty members adopt suitable pedagogy that include Case study approach, crossword puzzles, mini-project, numerical solving etc., for teaching various courses. For numerical based courses like Decision Science, Accounting for Business Decisions, Financial Management, etc., students are invited to solve numericals on the board. Open book tests have questions of

problem solving nature. For dissertation, students are encouraged to do desk research on current management issues.

File Description	Document
Any additional information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 6

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 13.67

2.3.3.1 Number of mentors

Response: 6

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Institute being affiliated to SPPU follows guidelines laid down by SPPU. Concurrent evaluation i.e. continuous evaluation throughout the program is implemented. Every course has three components associated with teaching – learning viz., Lecture, Tutorial and Practice. Indirect and absolute grading system is used that provides more realistic picture of learner's ability.

Choice Based Credit System and Grading System is used so that cross functional elective courses can be

opted by students. Teachers adopt any 3 - 5 methods from suggested 18 different methods for concurrent evaluation. Course teacher judiciously selects most appropriate methods for concurrent evaluation.

State of art instructional facilities help practice innovative and creative teaching learning:

- Computer lab,
- Smart Television,
- SMART classrooms with Interactive white boards
- Overhead LCD projectors,
- Language lab,
- Soft Skills Lab
- Personality Development lab.
- 100 % LAN and wi-fi campus.
- Library is enriched with hard copies of journals, books, e-books, e-journals, CDs and DVDs.

- Institute is member of DELNET, NPTEL, NDL, etc.

Teachers are well acquainted with Modern ICT tools and enhance students engagement through following teaching learning methods:

- Google form for MCQ practice test & evaluation,
- Google classroom for sharing study materials and assignments.
- Motivational videos (online & offline), journals and news-papers.
- Social media (what's app) is used to share motivational messages and videos to inculcate social values and ethics in students.

Additional pedagogy used:

- Industrial Visit and visit report from students
- Regular interaction with industry people,
- Internship projects, minor projects and dissertation
- In-house activities such as Live Business Research Methods Competition and Industry Analysis – Desk Research.
- The mentor – mentee concept help students in their academic, personal & professional progress.
- Corporate issues are discussed in the classroom that help students to develop rational & 'out of box' thinking.
- A special session is conducted where the students are guided for selection of specialisation and prepare for internship programme. Sessions are conducted for preparing for internship and final placements selection process.
- **Jigsaw method** is used where students are divided in groups and each group learns about different topic. Members of the same group come together and research about given topic. They exchange ideas and content. Upon attaining complete understandings of given topic, groups are split and regrouped in such a manner that one person from every old group comes together. They now have the responsibility of explaining others their given topic. In this way, every student learns about every topic from each other.
- **Flipped Classroom method** is used where the teacher swap the class work and home work. Instead of teaching theory in class and expecting the students to complete the numericals at home, teacher asks students to grasp the theory at home and teach them numerical in class. This helps the students

immensely as it is often difficult to apply the theory to the practical. The doubts of the student regarding theory are explained in class.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 65

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 22.67

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 13.83

2.4.3.1 Total experience of full-time teachers

Response: 83

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 10

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The programme comprises of full credit (3 credits each) and half credit courses (2 credits each) where, for full credit course 30 marks concurrent evaluation (CIE) is at institute level and 70 marks by University. For Half credit course 100 % evaluation is through CIE by institute. Course teacher decides 3-5 different components for CIE in consultation with academic committee. Each course teacher communicates CIE components and schedule to the students in the introduction lecture of every course. It gives freedom to the individual teacher to design and implement most relevant methodology to achieve COs and PSOs.

The components of CIE includes traditional methods like class test, home assignments, etc., as well as contextual methods like field visit report, scrap book, learning diary, in depth viva, case presentations, Live Business Research Method Project Competition etc.. The evaluation outcome is communicated to the students during classroom sessions and displayed on notice board within one week of evaluation. If required the teacher does personal counselling of the students to overcome the shortcomings of the student.

Few indirect methods for evaluation of the student performance are also used such as student participation during the lectures & practicals, surprise quizzes, oral questioning, teacher observations and student reviews. Course teacher decides on case to case basis to give second opportunity to the student to appear for the CIE component if he / she was unable to appear or had scored less marks.

Open door policy is practiced in the institute to resolve specific issues of CIE. Students can approach Academic Coordinator or Director in case of dispute.

In addition to class room interaction the study material is shared through Google Classroom for quick & easy knowledge sharing as well as assessment. Teachers share various practice tests as well as test for evaluation through Google classroom. Students can see the result immediately with the correct answers.

Academic committee while preparing the academic calendar takes care that not more than four CIE components for various courses are scheduled in same week or on the same day of the week.

For the slow learners, absentees and the students who are the part of organising/ participating team for different activities or sports, remedial classes are conducted as per need so that these students catch up with other students.

Institute End Term Exam (ETE) is conducted to prepare the students for University ETE. Previous years University question papers are solved in the revision sessions at the end of term. Students are made aware of the expectations of the examiners for various types of questions.

Institute with the help of varied course specific CIE components tries to increase efficiency and effectiveness of the students enhancing student competency. The consistency and transparency of continuous internal evaluation helps the institute in achieving PSOs and COs.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Frequency and variety:

- SPPU adopted CBCSGS from academic year 2013–14. Evaluation comprises of CIE, online MCQs exam and ETE.
- The courses are categorized as full credit and half credit courses.
- For Full Credit courses, 70 marks (20 marks online MCQs + 50 marks ETE) evaluation is done by University and 30 marks evaluation is done by Institute through CIE.
- For Half credit courses, all 50 marks evaluation is done by Institute through CIE.
- CIE for full credit courses is done with minimum three components and minimum five components for half credit courses.
- The frequency of internal assessment for one semester estimates to :

6 full credit courses : $6 \times 3 = 18$ and

4 half credit courses : $4 \times 5 = 20$

Students undergo minimum 38 concurrent evaluations in a semester in addition to attendance, class participation and involvement in co-curricular and extracurricular activities.

- Most appropriate CIE components are adopted by course teacher from the following list:

1. Case Study / Caselet / Situation Analysis – (Group Activity or Individual Activity)
2. Class Test
3. Open Book Test
4. Field Visit / Study tour and report of the same
5. Small Group Project & Internal Viva-Voce
6. Learning Diary
7. Scrap Book
8. Group Discussion
9. Role Play / Story Telling
10. Individual Term Paper / Thematic Presentation
11. Written Home Assignment
12. Industry Analysis – (Group Activity or Individual Activity)

13. Literature Review / Book Review

14. Model Development / Simulation Exercises – (Group Activity or Individual Activity)

15. In-depth Viva

16. Quiz

17. Student Driven Activities

18. News paper reading

Transparency in the internal assessment:

- Each course faculty in consultation with academic committee decides evaluation parameters for respective courses.
- Schedule of each concurrent evaluation is mentioned in respective course plan to avoid clash of evaluation.
- Evaluation parameters along with schedule are displayed on notice board and informed to students at the beginning of semester.
- Evaluated answer sheets of Class Test / Open Book Test / Home assignments are returned to student within one week. Course teacher discuss the model answers with students.
- Answer key of MCQ test is displayed on the notice board and marks are communicated to students by displaying it on notice board.
- For Evaluation of presentation / group discussion / role play, assessment criteria are communicated to students well in advance through notice. The activity is jointly evaluated by two or more teachers and feedback for improvement (if any) is given immediately after the activity.
- Student can resolve his grievance (if any) with course teacher. If unresolved he can approach academic coordinator and further to Director.
- Summer Internship Program evaluation is done jointly by University appointed External Expert and internal faculty member for 50 marks each.
- At the end of the semester course faculty compiles the marks of all concurrent components and displays the marks on the notice board.

File Description	Document
Any additional information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The examination is conducted at University level and Institute level.

CIE at the institute level is scheduled in line with the University calendar. The grievance handling mechanism at both these levels is different.

Mechanism to deal with examination related grievances at Institute level:

- The components of CIE of every course are predefined by the course teacher in consultation with academic committee.
- The evaluation criteria and methodology for each course is communicated to the students at the beginning of the semester.
- Courses teacher conducts the evaluation component and accordingly communicates result to the students and displays it on notice board within one week.
- If student has grievance related to evaluation can contact respective course teacher within one week of declaration of result. Course teacher resolves the grievance on case to case basis.
- If grievance is not resolved, the student can approach academic coordinator.
- If grievance is not resolved at academic coordinator level, student can approach Director.
- Any changes in the evaluation after grievance redressal are incorporated by the course teacher and internal marks are finalized.

Mechanism to deal with examination related grievances at University level:

University has provisions to deal with grievances related to end term exam only and not for online examination or concurrent evaluation.

- College Examination Officer (CEO) is appointed at the institute level as a link between students and university examination department.
- minor grievances related to university exam processes viz., filling online exam form, hall tickets, unfair means, results, degree certificates, etc. is resolved by the CEO at institute level.
- If required the CEO approaches the University Board of Examination & Evaluation to resolve the grievance.
- The student can personally approach competent authority of University in case of unresolved grievance (if any).
- In case of grievance related to evaluation of answer sheets of ETE, student can apply for photocopy of answer sheet within stipulated time (normally 10 days) after result declaration. After receiving photocopy, if the student feels, he can further apply for reevaluation of his answer script within stipulated time (normally 10 days) of receipt of photo copy through institute.
- Any changes in the evaluation after grievance redressal are incorporated in the marks memo.

File Description	Document
Any additional information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The University announces the academic calendar at the beginning of the year that includes:

- commencement of term
- Filling of exam forms
- Dates of examination
- End of semester
- Declaration of results
- List of Holidays

Institute prepares the academic calendar in line with University academic calendar and adheres to it with respect to academics, co-curricular & extracurricular activities and evaluation.

Effective planning and implementation of academic calendar has bearing on the accomplishment of PSOs and COs.

- Academic Committee prepares a tentative calendar of co-curricular, extracurricular activities, holidays that is shared with all the course teachers.
- Every course teacher accordingly submits the lesson plans to the Academic Committee.
- Academic committee analyzes the consolidated class wise schedule of CIE components of all the courses. If required, academic committees in consultation with respective course teachers make necessary changes such that not more than four CIE components appear in a week. Due care is taken so that two CIE components does not come on same day.
- CIE components as discussed in 2.5.2 that numbers over 38 per semester are shared with students through teaching plan of respective courses.
- Academic Calendar is finalized, approved and communicated by the academic committee to the teachers and students.
- The detail schedule of CIE components are shared with the students by the course teacher through their individual lesson plan. Academic calendar containing major activities and list of holidays is displayed on notice board and institute website.
- Academic coordinator takes periodic review of the implementation of the academic calendar and approves minor changes to minimise the deviations (if any).
- Academic committee is referred to for any major deviations in the academic calendar. The changes in academic calendar are communicated to the students and teachers from time to time.
- Academic committee takes a review of the implementation of academic calendar in the regular meeting.
- Mid semester and end semester students' feedback also help to understand the deviations and take timely corrective actions.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Institute being affiliated to Savitribai Phule Pune University (SPPU) follows the curriculum / syllabus designed by SPPU. The Institute through cafeteria approach – by providing Generic Core, Subject Core, Generic Elective and Subject Elective Courses empowers the students for managerial career. In-built flexibility is provided in the curriculum to help students' select most preferable courses from a wider basket.

Programme Outcomes:

After completion of MBA programme students are expected to join any corporate, NGO in the managerial cadre or become entrepreneurs. MBA programme is designed in such a way that in addition to technical and managerial knowledge, soft skills, communication skills are also harnessed.

As it is unknown which sector or industry the student may do his / her career after MBA, in the first semester student undergoes the foundation courses like Accounting, Economics, Business Law, Research, Organisational behaviour, Management Fundamentals, Business Communication, Leadership, etc., where all the general aspects applicable to any industry are covered and grooming of personality is taken care of.

Second semester includes the courses related to various specialisations that make students aware of career options and the expertise required according to the specialisations. The courses include Marketing Management, Financial Management, HR Management, Operations and supply Chain, etc.

The student has to opt for the specialisation courses in the third & fourth semester. As per the specialisation opted by the student, he / she is prepared for the specific specialised careers through related courses.

The specific programme objectives as stated by University are reproduced as below:

1. To equip the students with requisite knowledge, skills & right attitude necessary to provide effective leadership in a global environment.
2. To develop competent management professionals with strong ethical values, capable of assuming a pivotal role in various sectors of the Indian Economy & Society, aligned with the national priorities.
3. To develop proactive thinking so as to perform effectively in the dynamic socio-economic and business ecosystem.

4. To harness entrepreneurial approach and skill sets.

Mechanism of communication:

The programme syllabus mentions program outcomes and course outcomes in the syllabus document available on the University website. Copy of the same is made available to the students and stakeholders on the institute website.

During induction programme orientation sessions are conducted where the students are made aware about the programme objectives and course objectives. During the class room sessions course teachers' discuss course outcomes with the students from time to time.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Program Outcomes: Program outcomes of Knowledge, Skills and Attitude (KSA) are measured through various tools at *Institute* and *University* level. Knowledge is measured through Online MCQ exam and ETE at University Level. Students get random questions from question bank built by University Experts during Online MCQ exam. Skills and Attitude are tested through CIE methods conducted at institute level for each course. POs are measured through Three to Five most relevant components decided by Course Teacher for testing Skills and Attitude resulting in students' credits and grades.

Program specific Outcome: PSOs are the application of professional management practices, strategies and tactics to provide effective and efficient real time solutions using acquired knowledge in various functional areas. Direct attainment of PSOs is determined through performance of students in all relevant assessment tools. Indirect way of PSO attainment is determined through corporate feedback of SIP and Dissertation performance of students. At the end of the second semester every student chooses their specialization and carries out SIP in same area at organization. At end of SIP, respective organization certifies the students. Apart from that university and institute conduct project viva voce and student has to submit SIP in the form of project report. Similarly during fourth semester every student undergo dissertation which is research based project. Through dissertation, student is expected to furnish evidence of proficiency in understanding varied aspects of selected theme and a deep understanding of speciality area.

PSOs of personality development, communication skills and soft skills are measured by considering active participation in the class, participation in organising and conducting of various co-curricular and extracurricular activities. Learner centric initiatives ensure that all academic processes are drafted and implemented with certain learning outcomes.

Competency, human values and ethical values are imbibed through inclusion of contents in various courses through the four semesters. The teaching learning pedagogy of corporate case studies, role plays, quiz, presentations, etc., help in attaining PSOs. POs & PSOs are measured through placements, Alumni career progression and feedback from stakeholders.

Course outcome: Every course has course objectives that are well defined in syllabus and communicated to students at start of course. Methodology that would be adopted for measuring COs (evaluation method) is explained to students by course teacher at the beginning of course. For every course, based on performance in CIE, corrective measures are taken from time to time like extra coaching for slow learners, additional assignments for fast learner, personal counselling, etc., to attain and improve COs.

COs and PSOs are mapped with POs.

Level of attainment of POs, PSOs and COs

Level of attainment of POs, PSOs and COs are measured through performance of students in CIE components, online exam and ETE for each Full credit course and through CIE components for each Half Credit Course.

COs attainment is measured through 200 evaluation components that converge into POs and PSOs.

Please refer additional information for details of 200 evaluation components.

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 75

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 21

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

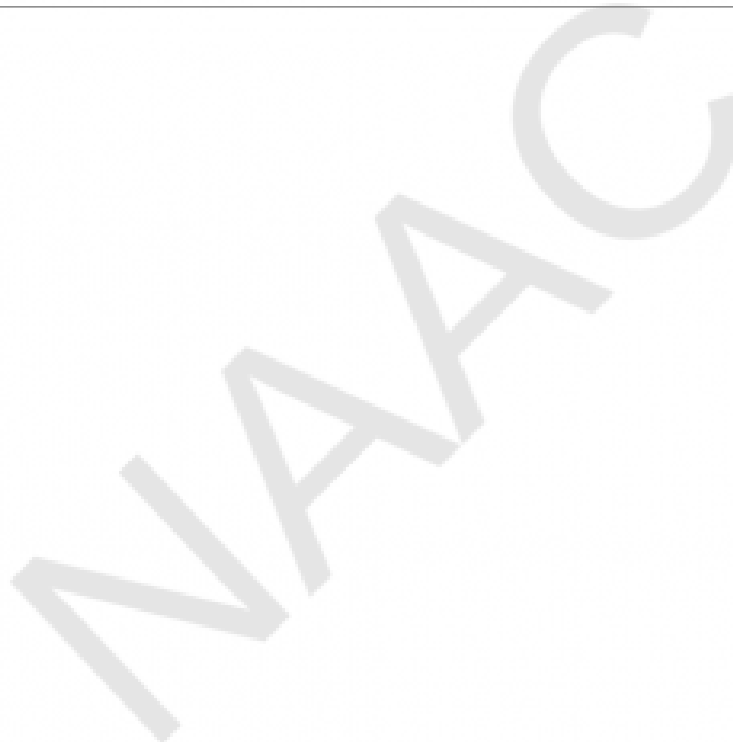
Response: 28

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.51



Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 16.67

3.1.2.1 Number of teachers recognised as research guides

Response: 01

File Description

Document

Any additional information

[View Document](#)

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 00

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 06

3.2 Innovation Ecosystem

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

Response:

The institute has attempted to create an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge. The institute has established Academic Committee / IQAC to promote research and innovation among faculty members and students.

Academic Committee / IQAC: Committee has been established with an aim to improve the academic and research performance of the institution. The curriculum also includes the courses like Decision Science, Business Research Methods, Industry Analysis and Desk Research, Dissertation spread in various semesters that helps to inculcate research attitude and aptitude in the students. Faculty members are encouraged for initiating research activities through the students.

Functions of Academic Committee related to research:

- To promote a culture for research among faculty members and students.
- To promote the publication of research papers in reputed conferences and journals.
- To encourage faculty members and students to participate in research related activities like FDPs, seminars, conferences, workshops, etc.
- To encourage faculty for M. Phil. / Ph.D. programmes.
- To promote faculty members to take up minor and major funded research projects and consultancies.

Functions of Academic Committee related to innovation:

- To develop skills for job creator rather than job seeker among students.
- To inculcate culture of innovation that would help student for entrepreneurship.
- To provide mentoring for budding entrepreneurs.
- To organise seminars and workshop of successful entrepreneurs.

The facilities like computer labs, internet & wi-fi, library enriched with reputed research journals, e-resources, etc are made available to the students and faculty members for research and innovation.

Competitions like Research Project competitions, minor research competitions are organised within the institute to create research culture in the students.

Recently institute has established Start up and Incubation cell for innovations and entrepreneurship.

File Description	Document
Any additional information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years**Response:** 16**3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	4	4	2

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards**3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response:** Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** Yes

File Description	Document
e- copies of the letters of awards	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years**Response:** 0**3.3.3.1 How many Ph.Ds awarded within last five years**

Response: 00

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 01

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 3.08

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	5	3	2

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 3.85

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	6	6	3	2

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The parent organisation Camp Education Society was established in 1885 by social workers Rajanna Lingu Polas, Balkrishna Sayanna Motadu, Gangaram Bhau Mhaske under the guidance of Mahatma Jyotiba Phule, to spread the light of education for socially and financially backward sections of the society. On the same line, the institute strongly believes to sensitise the students towards social issues through extension activities. These activities help to inculcate good citizenship and holistic qualities in the students. Under the guidance of faculty members, students actively participate in extension activities that revolve around the themes of human values, environment conservation, skill development, employment generation and social issues.

The extension activities conducted during last five years include:

Social issues / Human values:

- **Annual Blood Donation Camp:** Annual Blood Donation camp is conducted in association with the sister institute Dr. A. B. Telang Arts, Commerce and Science Senior College where the Students and staff members enthusiastically participate.
- **Orphanage Home Visit:** During the 'Orphanage Home' visit, students conducted various fun activities for orphan children and contributed through financial donation.
- **Visit at Handicap Centre:** The students were inspired by the blind student's positive attitude towards life and struggle they faced in everyday life through the 'Handicap Employment and Training Centre' visit.
- **Women's Day Celebration:** Institute felicitated successful women in the society on International Women's day who also guided the students.
- **Adarsh Gram Visit:** Institute organized 'Adarsh Gram' Visit at Ralegansiddhi and interaction with great social worker, Shri. Anna Hazare to create awareness about the rural India and developments in rural area.
- **Digital Payment:** An awareness and training programme to promote digital payment, 'Vittiya Saksharta Abhiyan' was conducted in the institute.
- The institute students volunteered for the conduct of elections on behalf of Election Officer for the Pune Municipal Transport Employee's elections.
- **Kerala Relief Fund:** The staff members and students of institute actively contributed towards Kerala Relief fund.

Environment Conservation / Green initiative:

- **Tree Plantation:** By considering manifold benefits of trees, institute has organized 'Tree Plantation Drives'.
- **Energy Conservation:** To sensitise the students about energy conservation, instructions are displayed at electrical switch boards for optimum use of electricity. The institute has achieved 100 % self sustainability by installing 12 KWH Solar electricity generation system.

Life Skills:

- **Disaster Management Workshop:** Institute organizes disaster management workshop for students to provide basic skills to manage disaster to minimise the loss to life and property.

- **Self Defence Training for girl's student:** Institute conducted self defence practical programme and counselling sessions for girl's student to protect themselves in unsafe circumstances.
- **Yoga Day Celebration:** To improve physical, mental and spiritual strength, every year institute celebrates International Yoga Day by providing expert's training of different asanas and pranayam.

Employment generation:

- **Career Orientation programme:** The institute organized career orientation programme for students from colleges in the vicinity. Institute conducted seminar on Competitive Exams guidance.
- **Job Fair:** To provide job opportunities for graduate and post graduate students in the vicinity, institute organised job fair.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 11

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community

and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	2	1	2

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 65.94

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
82	59	42	15	42

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 200

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
52	25	42	43	38

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 13

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	5	1	3

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Institute has spacious and green campus on 0.50 acres of land with adequate parking space. The infrastructure is aesthetically designed having 2144.36 Sq. mt Carpet area. The built up area comprises of instructional area (729 sq. mt), administration area (398 sq. mt.), amenities area (539 sq. mt.) and circulation area (478.36 sq. mt).

Institute facilities to ensure effective teaching learning includes:

- 100 % SMART Classrooms (LCD projector, Interactive White Board, Computer, Audio system)
- Tutorial Room,
- Spacious Library With Reading Room

Library is rich with Books & E-Books (4399 Volumes; 2019 Titles), Journals, E-Journals, Rare Books, rare collection of CDs, DVDs along with general CDs & DVDs, Reprographic Facility

Memberships: DELNET, NDL, e - Shod Sindhu

- Library Management System (Vridhhi)
- Digital Library,
- E-Books can be accessed from any computer in the institute through LAN.
- Computer Labs With Latest Computing Facilities and system & application softwares.
- Language Lab,
- SMART TV for audio-visual learning
- Soft Skills and Personality Development Lab,
- Seminar Hall With ICT Facilities
- 100 % LAN in building
- Wi - fi campus
- 100 MBPS internet speed
- 25 KVA Power Backup for uninterrupted power supply

All the above mentioned teaching-learning facilities converge into consistent effective teaching - learning. The Institute has always aimed for high standards in imparting quality management education. Institute practices the policy to provide excellent infrastructural facilities and right ambience for efficient and effective teaching and learning.

File Description	Document
Any additional information	View Document

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities

Response:

Along with academic development, institute also strives to provide recreational facilities and make students health conscious. Institute has both indoor & outdoor sports facilities for the students and staff.

- Parent Trust provided play ground of area 4410.65 sq m for the Nigdi campus which is made available for the students to play out door games.
- The institute provides the sports equipments to play indoor games like Table Tennis, Carrom Board, Chess Board, etc. in Boys and girls Common Room.
- Well equipped gymnasium facilities are available at sister institute Dr. A.B. Telang Senior Arts, Science and Commerce College located in same campus which can be used by the students of the institute.
- Auditorium/ Seminar hall with audio visual facilities admeasuring 216 sq. meter is available in the institute where cultural activities, seminars, and conferences are conducted.
- Every year during induction programme, students are taken for out bound activities where they do mountain climbing, rappelling and other adventure sports.
- Every year institute celebrates Yoga Day on 21st June to make students health conscious. Institute Staff and students participate in the program.
- Youth festival is organised on 13th Jan where the students conduct various intellectual activities and perform cultural program.
- Students are encouraged to participate in inter-collegiate sports and cultural events. Apart from fitness and health, sports also instill in them – discipline, team work and a sportsman spirit.
- Special cultural programmes like Dandiya (Navratri) and Traditional Day are organised for the students where they display their Talents.

File Description	Document
Any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 04

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 27.56

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
4.51	14.75	9.87	8.67	5.87886

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Every Educational Institute's knowledge resource is characterized by the library and available learning resources. A library is a collection of major source of information and similar resources, made accessible to a defined community for issuing and borrowing, it provides physical or digital access to learning material.

The library has well qualified librarian and assistant who extend their services to the students and staff members as mentioned below:

- Conduct library session every year for new batch to make them aware and knowledgeable of available library resources.
- Help the students in accessing e- books.
- Guide the students in tracing any specific book required by them.
- Provide reprographic facility on request.

- Library timing is 09:30 am to 5:30 pm. Availing extended hours of library and reading room facility on request during end term examinations.

Highlights of Institute Library:

- The institute library has a collection of:
 - 4399 volumes and 2019 titles of books, e-books and rare books.
 - Collection of (04 titles) 31CDs and (05 titles) 24DVDs
 - 12 national journals are subscribed.
 - 8 daily News papers in English and Marathi language are subscribed for current year.
 - The e-books are made available on the intranet so that they can be accessed from any computer in the institute.
 - Question papers of last few years End Term Exams conducted by SPPU are maintained in separate files and are also made available on institute website by library.
 - The institute has **DELNET** membership since 2016. The DELNET database has
- **2,50,00,000+ Books are available for loan**
- **40,000+ list of Journals**
- **5,000+ Full-text E-journals**
- **1,00,000+ Thesis / Dissertations**
- The institute is registered for **NDL** (National Digital Library) in the year 2018.
- The Institute is registered for the **NPTL** Facility in the year 2019.
- Automation of library is done through '**Vridhhi**' **Library Management Software** (2.0 Version). The software is acquired in the year 2012, (Invoice No. VRDSFT74, 2012). The Vridhhi LMS software is providing an OPAC (Online Public Access Catalogue) and it is accessible on LAN in institute. It is used for Circulation, Acquisition, Cataloguing of the library resources.
- Library has separate reading room with sitting capacity of 30 students.
- The daily circulation, barcode system is used for quick issues and returns of books.
- As per the library policy, every student is allowed to issue two books. Fifteen days return / renew policy is followed for books.
- The main objective of the Library is to provide timely services and support to users and to provide the latest available online and offline resources.
- In order to keep records up to date for our users, library provides a CAS (Current Awareness Service), Reference Service, Internet Service, Reprographic Service.
- The institute adheres to AICTE norms for books and other library resources to be purchased and subscribed.

The institute has adopted DDC classification method for systematic book arrangement according to the subjects.

File Description	Document
Any additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Any rare book may be judged by the six criteria: scarcity, substantive importance, physical characteristics, imprint, association, and condition. All rare books must fulfill at least one of the criteria. Some may fulfill several, or in the exceptional situation, even all six.

Institute's library collection is continuously updated as per the collection and development policy of institute. In the library, collection is comprised of printed books, printed national and international journals, e-books, e-journals, thesis, dissertation reports, CD's, newspapers and institutional memberships. A sizable collection of rare books, manuscript, special reports or knowledge resources is available in the library. The library has a collection of other knowledge resources apart from books recommended by the SPPU syllabus.

Collection of 139 rare books, 04 e- books downloaded from 'Rare Book Society of India', (04 titles) 31CDs and (05 titles) 24DVDs, 11 Ph. D. Thesis, 114 Dissertation reports, 04 books authored by our faculty members, knowledge resources, Manuscripts are available in the library. CDs of Encyclopedia Britannica are reference work or compendium providing summaries of knowledge from either all branches or from a particular field or discipline.

The best SIP project reports and dissertation reports are also kept for reference.

These Collections actively support the teaching, learning and research need of students and faculty members and the wider scholarly community.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

- A. Any 4 of the above
- B. Any 3 of the above
- C. Any 2 of the above
- D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 3.09

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.86	1.55	3.9	6.23	2.91

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 55.68

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 49

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

In today's modernized world, ICT technology helps in enhancing the effectiveness of teaching learning. Institute has always strived to have advanced ICT facilities for improving the quality of deliverables.

The ICT facilities available in the institute:

- Institute has 65 computers with configuration:

Pentium® Dual Core CPU, 2 GB RAM, 200 GB HDD, LG DVD ROM, LG 17" Monitor, Logitech USB Keyboard & Mouse.

Procurement of additional 21 branded computers with latest configuration is in process.

- 01 Server with Configuration: Intel® XEON CPU, 2 GB RAM, 400 GB HDD, LG DVD ROM, LG 17" Monitor, Logitech USB Keyboard & Mouse.
- All computers at the institute are connected with **LAN (100 % LAN)**.
- Optic Fibre Network connectivity of **100 Mbps internet speed**.
- **Wi-Fi campus**.
- Computer Center & Computer laboratory with printers.
- Separate Server room with dedicated server is available in the institute
- Licensed software copies are available in institute.
- **Language lab** supported by Clarity English Success software, audio and video equipments that help the students in improving, Grammar, Writing, Reading, Speaking, Listening, Pronunciation is available in institute.
- **Separate Soft Skills and Personality Development lab** is set up with software and supporting equipments that help the students and faculty members to sharpen their inter personal skills that help in presentations, group discussions and selection process during internship and placements.
- Faculty members judiciously use ICT tools like **Google classroom and Google drive** to share study material with the students.
- Students have access to e-learning resources like e-journals, e-books, open source softwares.
- **100 % SMART Classrooms** with LCD projector, Computer, Interactive White board, Speakers and internet. Seminar hall has LCD projector with screen and internet.
- **Integrated Lecturn stand** with audio system is available.
- **Digital Library** is set up with sufficient Multimedia Computers.
- **CCTV** is installed at prime locations for safety related issues within campus.
- **SMART TV** is installed in student's common room that helps students with business, national and international updates.

4.3.2 Student - Computer ratio	
Response: 1.26	
File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)	
>=50 MBPS	
35-50 MBPS	
20-35 MBPS	
5-20 MBPS	
Response: >=50 MBPS	
File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)	
Response: Yes	
File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years	
Response: 40.56	
4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)	

2017-18	2016-17	2015-16	2014-15	2013-14
14.07342	9.36720	24.01020	7.62	6.88

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

Maintaining and utilizing physical:

Institute has established proper systems and procedures for maintaining and utilizing physical and support facilities.

- Stock register is maintained where every fixed asset is recorded on purchase. Every asset is given a dead stock number for identification.
- Inspection and verification of fixed assets is done at the end of every year.
- Lift is maintained through Annual Maintenance Contract (AMC) with Kone Elevators India. Pvt. Ltd. under which Lift is inspected 12 times in a year.
- Potable drinking water is made available through water purifier and cooler. AMC is signed with Eureka Forbes for maintenance of the water purifier. The administrative staff maintains the periodic cleaning of water cooler.
- 25 KVA backup is available through Kirloskar Genset. The maintenance of Genset is done through local vendor as and when required.
- Full time Gardner is hired for garden maintenance.
- Sweepers, Wet sweeper and Peons takes care of housekeeping.
- A well maintained full fledged Fire Fighting system comprising of:

1. separate overhead water tank,
2. Hydrant Valves : 04 No.
3. Booster Pump (3 HP) : 01 No.
4. Fire Alarm Panel : 01 No.
5. MCP, Hooter: 04 no.
6. Fire Extinguisher ABC type : 10 No.

MoU is signed with Life Savers Fire Services for maintenance of Fire Fighting System.

- A Fully functional institute website is developed and maintained by Genus IT Solutions.

- Full time librarian and peon maintain the cleanliness of library. Library Stock checking is done at the end of academic year by the task force committee of faculty members.
- AMC is signed with SIKCO Engineering for the maintenance of rooftop solar photo-voltaic electricity generation system.
- The parent trust has tie-ups with vendors related to civil work, plumbing, sanitation, electrical, interiors works who maintain the physical facilities on call basis.
- Security services are outsourced and parent trust has security services contract with GSF Pvt. Ltd. Security Services. Institutes contribution is credited to Parent Trust's account.
- Full time technical person is appointed by the parent trust for the maintenance of computers and peripherals who is available on call.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 39.43

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
56	25	30	30	9

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 20.22

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	13	22	14	18

File Description

Document

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: C. Any 5 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 81.5

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
74	38	66	67	56

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 70.87**5.1.5.1 Number of students attending VET year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
57	52	70	61	25

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**Response:** Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 35.7**5.2.1.1 Number of outgoing students placed year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
11	13	12	7	4

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 15

5.2.2.1 Number of outgoing students progressing to higher education

Response: 03

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**Response:** 20

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	00	00	00	00

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	00	00	00	00

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution**Response:**

Institute has constituted various bodies and committees having representation of teaching and non-teaching staff, students, management and other stakeholders for smooth functioning and development.

Various academic and administrative committees having student representation are:

IQAC Committee: This steering committee is responsible for the overall quality assurance of the institute and link between the students, staff and CDC committee. The committee ensures quality deliverables and continuous improvement with regards to academic and administrative environment.

Library Committee: The responsibilities of this committee are to take decisions related to library requirements like books and journals subscription, disseminating information about library updates among students and provide suggestions for enriching the library. The committee takes a periodic review of the specific requests of the students and teachers and creates reading culture in the students.

Anti- Ragging Committee: This committee is responsible for spreading the information and legal provisions related to ragging. This committee ensures to undertake activities to curb untoward incidents like ragging in the institute. If any such ragging incidence happens, this committee would handle such situations and take disciplinary & corrective measures as per the situation.

SC/ST Atrocities Committee: The committee ensures special interests of reserved category students and provides special inputs (if any) to the SC / ST students.

Internal Complaint Committee (ICC): ICC committee is entrusted with the responsibilities to create harmony and discipline in the institute. Any sort of student grievances that are not covered under other committees are dealt by this committee.

Start-up and Innovation Committee: This committee undertakes activities to promote creativeness and entrepreneurship skills among students. Entrepreneurs are invited on campus for sessions during seminars and workshops to encourage students to take up entrepreneurship.

Various co-curricular and extracurricular activities are organised and conducted by students. For successful conduction of such activities, institute forms students' committees like discipline committee, stage decoration committee, catering committee, anchoring committee, etc., guided by faculty members. Through these activities students learn planning, organizing, decision making, estimation and execution along with trouble shooting, which help in their inclusive development.

Students representation on various committees allows them to interact, suggest and express their views on the related matters which they confer in the respective committee meetings. Many activities like visit to the Blind Center in the year 2014 – 15, visit to orphanage, visit to Adarsh Gram-Ralegansiddhi in the academic year 2018-19 were initiated by the students. The students under the guidance of faculty coordinator planned and conducted these visits successfully. This approach hones students' leadership and managerial skills through experience.

File Description	Document
Any additional information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 1.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The first batch of MBA has passed out in 2014. Institute is in process of registering Alumni Association under Societies Registration Act. However, the institute has a continuous rapport with the alumni and is conducting various developmental activities.

Through Alumni, institute develops professional and holistic skills among the student. Increasing alumni interaction is providing to the betterment of students through the constant non –financial support to the institute. Alumni contribute significantly to the developments of institution through following means:

Alumni Student Interaction: Institute organizes Alumni interaction with the existing students which help the students to connect with alumni as well as get mentoring related to the specialization choice, current trends in the market, profile preparing, building interview skills, and how to be more active in academic and curricular activities.

Alumni Participation in Placement and SIP: Our Alumni placed in different companies in different positions helps institute for summer placement as well as final placement through communicating job opportunity information to the existing students.

What's app group: What's app group of alumni has been formed where the alumni coordinator faculty is the administrator. Alumni from various batches interact and help each other for betterment.

Instances of alumni contribution:

Job Fair: Two job fairs in the academic year 2017 – 18 and 2018 – 19 were held in association with one of alumni who has started her own startup.

Counseling session: Mr. Vishal Shinde conducted a session of importance of personality development for exploiting better opportunities on 11th Feb 2018.

Mentoring session: Mr. Amol Birajdar conducted one to one interaction with students on 17th March 2018.

Session : Priyanka Alat conducted a session on 'Know Yourself to Grow as an Entrepreneur' and startups on 9th Sept. 2018.

File Description	Document
Any additional information	View Document

<p>5.4.2 Alumni contribution during the last five years(INR in Lakhs) ? 5 Lakhs</p> <p>4 Lakhs - 5 Lakhs</p> <p>3 Lakhs - 4 Lakhs</p> <p>1 Lakh - 3 Lakhs</p> <p>Response: <1 Lakh</p>	
File Description	Document
Alumni association audited statements	View Document

<p>5.4.3 Number of Alumni Association / Chapters meetings held during the last five years</p> <p>Response: 0</p>											
<p>5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>		2017-18	2016-17	2015-16	2014-15	2013-14	00	00	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14							
00	00	00	00	00							
File Description	Document										
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document										

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Vision : Providing conducive environment for developing business leaders.

Mission: Building Professional Careers with human values.

Camp Education Society established in 1885 with a social cause to make available quality education to the common people at affordable investment. The Society was established by Great Social workers and Visionaries like Late Shri Rajanna Lingo Polas, Late Shri Balkrishna Sayanna Motado, Late Shri Gangarambhou Mhaske under the guidance of great social leader Mahatma Jyotiba Phule. Camp Education Society under the able guidance and leadership of Shri. Walchand D. Sancheti has spread its wings in recent years to professional education through Colleges in Hotel Management and MBA.

In current scenario of Industrialization and global competition management education has gained prime importance and as the motto of Camp Education Society of 'Service and Sacrifice', it decided to avail Management education to the common people and established Rasiklal M Dhariwal Institute of Management. Funds were raised through donations from philanthropers like Shri. Rasiklal M. Dhariwal, Shri. Ram Jethamalani, Shri. Dilip Kumar and others for the construction of building of management institute.

The institute commenced from the 2012 with the very aim to provide quality education to the children of common people at affordable investment. The Institute's Management strives to make available quality professional education with values and ethics imbibed while maintaining affordable fees. The institute is striving to align with the motto of the Parent Trust.

The institute is dedicated to facilitate and promote excellent learning through knowledge dissemination and training. To foster the growth of multi-faceted talent among students and to make them globally competent, the institute provides conducive environment of learning, growth and professionalism to make the institute a benchmark. The institute recognises the potential in all, care for everybody and provide opportunities to manifest their highest potential through the tasks they perform.

The Parent Trust extends support in the form of charity in Tuition Fees to a few economically weak students every year. Parent Trust gives concession in Tuition Fees to the wards of employees of Camp Education Society.

To summarize it can be said that Camp Education Society and its stakeholders have always given priority to the human values while marching on its way to service to the society empowering the common man with the weapon of education and values.

Nature of governance, perspective plan, participation of teachers

As the institute is approved by AICTE, approved by Government of Maharashtra and affiliated to SPPU, it follows all the rules, regulations and norms of these regulating bodies. The issues pertaining to the progress and development of the institute are dealt through the College Development Committee (CDC) comprising of representatives of Parent Trust, Industry, Education, Research, Teaching & Non-Teaching staff and students that meets at least twice a year.

The day to day functioning is handled through committee form of organization. Various committees such as IQAC Committee, Anti Ragging Committee, Internal Complaint Committee, Grievance Redressal Committee, Library Committee, Start-up and Innovation Committee, etc. having the representatives as per statute.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Camp Education Society is educational trust with over 475 members. The Governing Body members are elected through elections. The Governing Body comprises of eminent personalities like successful Doctor, Scientist of repute, Advocate, businessmen, who are successful in different walks of life. Moreover, about fifty percent of the Managing Board members are alumni of Camp Education Society.

Institute has experienced, enthusiastic and dynamic think tank as a part of College Development Committee (CDC), Formerly Local Management Committee(LMC). They guide, initiate and motivate the staff and actively involve themselves in achieving the goals and objectives. The Management practices autonomy in decision making and is proactive in providing resources to ensure fulfilment of mission.

At the institute level, the functioning happens through committee form of structure. The academic activities are conducted through the steering IQAC Committee, formerly Academic Committee. Faculty members bear the responsibilities of College Examination Officer, Student Welfare Officer, who takes care of the examinations and evaluation activities and welfare activities respectively of the students. Various committees such as IQAC Committee, Anti Ragging Committee, Women's Grievance Committee, Grievance Redressal Committee, Student Welfare Committee, Library Committee, Start-up and Innovation Committee, etc. having the representatives as per statute are functional.

Suggestion box is in place in the premises where the students can drop their suggestions. The suggestions from the suggestion box and from the staff and student representatives are discussed in the respective committee meetings. Apt suggestions are taken up and minor decisions are taken and actions taken accordingly. Major suggestions are forwarded to the CDC committee through IQAC committee. Suitable actions are taken once the decisions are made by the respective committees.

Feedback is taken from the stakeholders periodically and requisite actions are taken on suggestions made.

Case Study: Institute conducts various activities throughout the year with the help of faculty and students under the promotional schemes of Savitribai Phule Pune University for Quality Improvement Programmes and Board of Students Welfare in order to create motivational and successful leaders. In academic year 2017 – 18, students suggested inputs on Business Innovations, its impact on Employment and Entrepreneurship. The academic committee proposed the same in the LMC meeting and it was decided to conduct State level seminar for the same. The Seminar titled “Business Innovations-Its impact on Employment and Entrepreneurship” was conducted on 22nd February 2018. The students planned, coordinated and conducted the seminar under the guidance of faculty members. Eminent industry stalwarts and first generation entrepreneurs were the resource persons for the seminar. The seminar helped students to understand the present & future of industry, employment opportunities and scope for entrepreneurship. As all the activities were coordinated and conducted by the students, it help them to hone their communication and soft skills.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Perspective / strategic plan is prepared to align the efforts of the organization in a particular direction and make resources available to attain those goals in a stipulated time of three to five years. In the initial years, the perspective plan was to improve the infrastructure, modernize teaching-learning resources, bring about cost effectiveness, initiate industry-institute interaction, create conducive environment to the students and staff.

Institute has implemented the perspective plan that resulted in:

Infrastructure augmentation:

2013 - 2014: Developing parking space with paving blocks and shed

2014 - 2015: Partial coloring of building to improve ambience

2015 - 2016: 12 KWH Roof top Solar Photo-Voltaic electricity generation system installation for 100 % solar energy campus saving traditional electricity and environment (Carbon credits)

2016 - 2017: Purchase of Educational Equipment like LED TV, integrated Lectern Stand to improving teaching –learning effectiveness.

2017 – 2018: Digital Classroom, Language Lab, personality development lab, to further enhance teaching –learning effectiveness. SMART classroom developed in the academic year 2018 – 19.

Teaching learning resources:

2013 - 2014: Faculty members deputed for 3 FDPs / seminars / workshops

2014 - 2015: Faculty members deputed for 4 FDPs / seminars / workshops

2015 - 2016: Faculty members deputed for 5 FDPs / seminars / workshops. Subscription of DELNET membership started.

2016 - 2017: Faculty members deputed for 5 FDPs / seminars / workshops, renewal of DELNET Renewal, subscribed for NDL Membership,

2017 – 2018: Faculty members deputed for 12 FDPs / seminars / workshops, subscribed for NIPM Membership, E-shodh sindhu membership, NPTL activities started, renewal of DELNET Renewal

Industry – Institute interaction:

2013 - 2014: Industrial Visits to Mapro Food Park, 3 seminars / workshops for students and faculty members, Signing of MoU with 3 academic institutions.

2014 - 2015: Industrial Visits to Pepsico and ITC Ltd, 4 seminars / workshops for students and faculty members, Mr. Sunil Rahangdale, Mr. Pankaj RoyGupta Industry resource persons interacted with students, Signing of MoU with One academic institutions.

2015 - 2016: Industrial Visits to Smarth Engineering, Mogora Cosmic Pvt. Ltd., Katraj Dairy, 6 seminars / workshops for students and faculty members, Mr. Ashok Kumar Industry resource persons interacted with students, Signing of MoU with 3 academic institutions and 2 companies.

2016 - 2017: Industrial Visits to Cotton King & Nandan Dairy, 5 seminars / workshops for students and faculty members, Mr. Rajesh Talawadekar Industry resource persons interacted with students, Signing of MoU with 2 academic institutions.

2017 – 2018: Industrial Visits to Parle-G biscuits, Ajinkya Power Station, Mamta Dairy and Mapro Foods, 7 seminars / workshops for students and faculty members, Dr. Uday Bhalchandra, Mr. Rahul Bagle Industry resource persons interacted with students, Signing of MoU with One academic institutions and One company.

Thus from the above facts it can be established that the institute being in the initial years had perspective / strategic plan and deployed it to attain the strategic objectives of improving the infrastructure, modernize teaching-learning resources, bring about cost effectiveness, initiate industry-institute interaction, create conducive environment to the students and staff.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Governing Body & CDC:

Governing Body / Managing Board is the apex authority for the Parent Trust. College Development Committee - CDC (formerly Local Management Committee) is the apex committee for the institute. The CDC committee is constituted as per Maharashtra University Act 2016 comprising of Management representatives, Director as Member Secretary, representatives of the Teaching, Non-Teaching staff and students. CDC provides guidelines and strategic direction for aligning the programs, policies and processes of the Institute with the changing environmental contexts and demands of business world.

Administrative setup:

The institute believes in decentralisation and has committee form of administrative set-up. Various statutory and non-statutory committees are functional that take care of the various aspects of institutional functioning and progress of students and staff. Additional task force committees are formed as per the requirement to accomplish specific tasks. Major committees include CDC, IQAC, Anti Ragging Committee, Internal Complaints Committee, SC / ST Atrocities Committee, Library Committee, incubation and start-up committee.

IQAC Committee (formerly Academic Committee):

IQAC committee is the steering committee at institute level. It acts as a link between the CDC committee and other committees of the institute. IQAC has the representation of the Teaching and Non-Teaching staff, Management, Local Society, Students, Alumni and Industry.

Director is the academic and administrative head of the institute assisted by academic coordinator, IQAC coordinator and office superintendent (administration). Academic coordinator is assisted by the Class coordinators and CEO for the day to day academic functioning of the institute. Task force committees comprising of teachers and students are formed for conduct of various co-curricular and extracurricular activities.

Service rules, procedures, recruitment, and promotional policies:

The institute being approved by AICTE, recognised by Government of Maharashtra and affiliated to SPPU

follows all the service rules and procedures as per the University Act and the regulatory bodies from time to time.

Recruitment:

The recruitment of the teaching staff and librarian is through well-defined recruitment policy based on merit of the applicants within the general frame-work prescribed by SPPU and Reservation Cell of Maharashtra Government. The selection of teaching staff and librarian is done through duly constituted Expert Staff Selection Committee appointed by the Vice-Chancellor of SPPU. The eligibility criteria for teachers and librarian are as per Approval Process Handbook of AICTE from time to time.

Promotion Policies:

Institute follows the promotion policies prescribed in the University Statue for teachers.

Grievance redressal mechanism:

Anti Ragging Committee, Internal Complaints Committee, SC / ST Atrocities Committee are set up for redressal of specific grievances. All these committees are formed as per the guidelines of University, UGC and government and the functioning of these committees is as per prescribed rules and regulations.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination**

- A. All 5 of the above**
- B. Any 4 of the above**
- C. Any 3 of the above**
- D. Any 2 of the above**

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

A, various statutory and non-statutory committees having the representation of the staff, students and various stakeholders are function. The statutory committees functional are Anti Ragging Committee, Internal Complaints Committee, SC / ST Atrocities Committee, Grievance Redressal Committee and non statutory committees are IQAC (Formerly Academic Committee) Placement Committee, Library Committee, Exam Committee, Start-up and Innovation Cell, AAA committee.

Evidence through minutes of meetings and implementation of their resolutions:

Academic Committee:

Institute believes in creating entrepreneurship and encouraging the management graduates to start their own start-ups. The student representative in the academic committee proposed to have the industry institute interaction and conduct activities like inviting entrepreneurs and experts to guide the students on various government initiatives available for the entrepreneurs, to arrange visits to small and medium scale industries. The academic committee passed a resolution to conduct a state level seminar where entrepreneurs and experts to guide the students on various government initiatives would be invited.

Accordingly, a proposal was submitted under the Quality Improvement Programme scheme of SPPU for the conduct of state level seminar. The proposal was approved by the University authorities and Seminar on 'Business Innovation-Its Impact on Employment and Entrepreneurship' was conducted where entrepreneurs and experts shared their knowledge and experience with the students and encouraged them to start own enterprises. One more seminar on 'Emerging Media and Start-up Initiatives' was conducted under Students Welfare Scheme of SPPU where sessions were conducted by entrepreneurs Mr. Sanjay Raut and Mr. Devdatta Bhingarkar. Industrial visits were conducted to M/s Samarth Engineering and Mogora Cosmic Pvt. Ltd.

Similar activities to increase industry-institute interaction have resulted into a few students starting their own enterprises every year.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The following welfare schemes are available:

- P F for both Teaching and Non-teaching staff.
- 50 % concession in tuition fees for wards of employees studying in any school or college of Camp Education Society. (Wards of 03 employees of institute were given 50 % concession in tuition fees for school and college education in sister institute)
- Casual Leave and Medical Leave is granted to the staff as per University Act.
- Holidays as per SPPU and Society Calendar
- Vacation Leave is given to teaching staff twice a year
- Earned Leave is given to the Non-Teaching staff
- Maternity & Paternity Leave is provided to the staff.
- Medical leave is given the staff after confirmation of services as and when required.
- Group Insurance scheme is applicable to staff.
- Short leave of 1 -2 hours for attending parents' meet, bank work is allowed occasionally as per requirement.
- Tea is provided two times in a day in the institute.
- Compensatory off is given to the staff if they work on holidays.
- Function for welcome for new joining and farewell for staff leaving institute due to retirement / separation is arranged.
- Pantry facility is provided by the institute.
- Recognition in the form of appreciation letter is given for special achievements.
- Financial support for attending FDP, Seminar and Conference is given.
- Duty Leave for attending FDP, Seminar, Conference.
- Healthy and Hygienic environment is maintained in the institute.
- Institute has open door policy for any sort of grievance. Any employee can approach Director or Chairman of Society in case of grievance.
- Non-financial (on duty leaves) support for higher education.

File Description	Document
Any additional information	View Document

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

Response: 56

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	3	3	0	3

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1.6

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	1	1

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 64

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	2	3	3	3

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Institute has developed a balanced and fair performance appraisal system for the teaching and non-teaching staff. The performance appraisal system consists of self-appraisal and appraisal by students for teachers and by Director for teaching and non-teaching staff.

AAA is conducted for every staff member and the report is forwarded to the Director. Director after one to one interaction with the staff members records his remarks that are forwarded to the management for appraisal.

Periodic feedback is taken from the students by the academic coordinator. A well structured form is designed for the student feedback.

Self Appraisal form covering key performance indicators is filled by individual staff members that comprises of:

Part A: Teaching learning information like courses taught, results for courses taught, Audio visual tools used for teaching, lesson plan and academic file prepared, etc.

Part B: Administrative responsibilities handled, initiatives taken to conduct co- curricular, extracurricular, extension activities, placements, professional development related activities.

Part C: FDPs, Seminars, workshops attended, research publications, deliberations as resource person in seminars, conferences, qualification advancement.

Part D: This part covers any other relevant information not covered above and is an important achievement or contribution to the institute or student development.

For the non-teaching staff a separate performance appraisal form is designed that covers the information about punctuality, responsibilities handled, regularity, efficiency and effectiveness in handling their work.

Appraisal is done on the basis of self appraisal form filled, student's feedback, and Directors observations and based on the achievement of the key performance indicators, recommendations are given to the management for performance appraisal.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal Audit:

The objectives of the internal audit are:

1. To verify the authenticity and correctness of all the entries in the books of accounts.
2. To prepare the Bank Reconciliation Statement.
3. To check the correctness of Cash Book
4. To verify the entries made in Tally and Ledger.
5. To minimise the adverse remarks during the External Audit (if any).

Audit Mechanism:

Internal audit is conducted half yearly before the external audit by the senior accountants from the Society's Head Office.

External Audit-

The objectives of External Audit are:

1. To conduct the audit in accordance with the standards on Auditing issued by Institute of Chartered Accountants of India.
2. To comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatements.
3. To consider internal control relevant to the institute's preparation and fair presentation of the financial statements.
4. To evaluate appropriateness of accounting policies used and the reasonableness of the accounting estimates made by management.
5. To evaluate the overall presentation of the financial statement.
6. To express an opinion on the financial statements of institute based on audit conducted.

Audit Mechanism:

- External Auditor is appointed by the parent trust who executes the statutory audit.
- External audit is carried out annually.
- The firm Joshi Borse & Pol Chartered Accountants are the external auditors.

- Any queries or remarks by the external auditors are shared with the Head Office for corrective action (if required).
- The dates of external audits conducted during last five years are:

1. July 04, 2014
2. June 08, 2015
3. Sept. 22, 2016
4. Sept. 04, 2017
5. June 27, 2018

No adverse remarks were made by external auditor till date in any of the previous audit reports.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The institute was established with the funds mobilised through donations from Philanthropers like industrialists, Mr. Rasiklal M. Dhariwal, from MP funds of Shri. Ram Jethamalani and Mr. Dilip Kumar.

The Chairman of Camp Education Society and other Trust members were instrumental in getting the donations from these philanthropers.

The major source of revenue for the institute is through students' tuition and development fees. Every year tuition and development fees are fixed by the Fee Regulating Authority - FRA (formerly Shikshan Shulk Samiti) of Government of Maharashtra.

In the beginning of every academic year, the budget is prepared by institute that is approved by the CDC committee. Estimated revenues on the basis of student intake and Fees fixed by the FRA are calculated. The major expenses are on account of the staff salary and students activities.

Depending on the budgeted revenues, expenses on various accounts are decided. Salary and other fixed operating expenses are estimated. Student developmental activities are given priority for expenses. Funds are allocated for the learning resources like books, journals, institutional memberships, etc.

Institute mobilises funds through various schemes of the university to meet its developmental and students activities. Every year institute applies for various QIP schemes for Seminars and student activities and receives grants amounting to 1.5 to 2.00 Lakhs. Institute has developed parking with paved blocks, 12 KWH roof top solar photo-voltaic system with the help of QIP grant for construction of SPPU.

Parking with paved blocks has helped to create all season parking space for students and staff. 12 KWH solar PV systems has helped the institute to become 100 % renewable energy campus reducing the operating cost and in turn helping the students in reduced tuition fees.

The institute has outsourced the security services and garden maintenance to limit the permanent liabilities. Preventive maintenance is implemented for the electrical and educational equipments like Lift, computers, water purifiers avoiding breakdown and optimum performance of the gadgets & equipments.

As the number of admissions and scholarship fees receivables have a constraint on the smooth flow of funds, advance from the parent trust is taken to meet the institute expenses.

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

Response:

The institute gives at-most importance to the quality in each and every process of teaching learning, administrative functioning, infrastructure augmentation, etc. As a result of various initiatives taken by the IQAC, institute received ISO 9001:2015 certification in the year 2018.

Institute constituted Academic Committee that was amended to Internal Quality Assurance Cell in the year 2017. Institute has a well-defined Quality Policy in place and IQAC (formerly Academic Committee) has

contributed in institutionalising quality assurance strategies and processes. (Please refer metric 6.2.1 for strategic development).

Institutionalising the quality assurance strategies and processes:

Quality Policy serves as the standard document according to which the policies and their implementations are executed by various committees of the institute.

For improving quality of academic processes following actions have been taken by IQAC–

1. Academic processes have been standardised. Standardised academic process followed by the institute is as below:

- Preparation of academic plan and calendar.
- Execution of the academic plan through close monitoring by class coordinators, academic coordinator and Director.
- Efficient internal assessment system is designed and implemented that is audited through academic audit.
- Institute practices system of obtaining feedback from stakeholders and make quality enhancement an ongoing process.

1. Encouraging faculty members to pursue higher studies, participate in FDPs / Seminars / Conferences and write research articles:

- The brochures of various FDPs / Seminars / Conferences are circulated among the staff members.
- Interested faculty members write research papers and if selected, institute gives on duty leave for attending the conference and full / partial registration charges.
- If more faculty members want to participate in a particular FDP / Seminar, particular faculty member is deputed on the basis of predefined criteria.
- Criteria for deputing faculty members for FDP / Seminar take care of fair and equal opportunity to all.

1. Standard Operating procedures (SOPs) have been designed for the functioning of various committees to take care of overall quality improvement of the institute.

2. Administrative systems have been institutionalised. Following initiatives are taken:

- Computerization of all administrative process.
- Enlisting of the entire administrative tasks into Finance and Accounts, establishment (H.R. related) work, examination related activities (University & internal)(CEO), Student Welfare activities (SWO) and delegation of responsibilities to individual staff members.
- Academic activities are coordinated and taken care of by academic coordinator.
- Library staff and Library committee takes care of enriching library with knowledge resources.
- For liasoning with the regulatory agencies, Office Superintendent assists the Director.
- Computer lab maintenance is taken care of by a separate technician appointed at the Society level.
- Civil maintenance, Electrical maintenance, Security services are outsourced.

Thus IQAC (formerly academic committee) has significantly contributed in streamlining the processes and institutionalising the quality assurance strategies and processes.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Institutional system to review teaching learning process-

Structure-

1. Director, IQAC, Course Coordinator, Student representatives form the structure of teaching-learning review process.
2. Periodical meetings conducted by academic committee and academic coordinator help in review and progress of teaching learning process.
3. Necessary corrective measures are taken by respective committee / academic coordinator for variation (if any) in academic calendar.

Methodologies of Operations and Learning process-

1. Course preferences are taken from faculty members by IQAC committee.
2. Academic calendar for the institute is prepared in line with University Academic calendar at the beginning of the year.
3. Course allotment and Time table is prepared with inputs from academic calendar.
4. Faculty members prepare academic file and teaching plan for courses allotted to him / her.
5. Course teacher shares teaching plan and evaluation parameters to the students at the beginning of the course lectures. Copy of same is submitted to academic coordinator.
6. Periodic review of academic progress is taken by academic coordinator and requisite corrective measures are taken from time to time. Any major variations are communicated to the IQAC committee for necessary corrective action.
7. Periodic feedback is taken from the students regarding completion of syllabus, teaching effectiveness and if any additional inputs are required by the students for particular course.
8. Guest lectures, course wise extra lectures for slow learners are arranged if required.

Review of Outcomes-

1. Orientation sessions are conducted during the induction programme where POs, PSOs are discussed with students. COs are discussed with the students by the respective course teachers in the initial lectures.
2. Lesson plan and evaluation parameters are shared with the students in the beginning of the semester. This helps the students to understand what is expected from them to achieve better grades in a particular course.
3. Three to five concurrent evaluation parameters for every course helps to attain a balance in evaluation of the students. A student knows his / her progress through concurrent evaluation and teacher is able to help the student to improve his individual grade through counselling and mentoring.
4. The ETE conducted by the University ultimately measures the progress and learning outcome of the student.

5. Three sets of question papers are set by committee of senior faculty members from affiliated institutes. One question paper set is selected at random by University examination cell and distributed through online QPD system about 30 minutes before start of examination. Institute downloads question paper through institute login and prints it. Requisite copies of photocopies are taken by CEO and handed over to External Senior Supervisor (University representative). Question papers are handed over to invigilators in sealed envelope. The whole process of ETE is conducted 'in camera'. Evaluation of answer books is done through centralised assessment program and every answer book is masked throughout evaluation process.

Thus structures and methodologies of review, operations, learning process and measuring outcomes is frequent, consistent and robust that is through IQAC setup as per norms.

File Description	Document
Any additional information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 13

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
27	14	10	8	6

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2. Academic Administrative Audit (AAA) and initiation of follow up action**
- 3. Participation in NIRF**
- 4. ISO Certification**

5.NBA or any other quality audit**A. Any 4 of the above****B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** A. Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)**Response:**

A continuous incremental improvement is the way institute has been operating since establishment in 2012. In last six years institute has improved in multiple dimensions. The balanced incremental improvements from different perspective are discussed below:

Curricular Aspects:

- CBCS and Grading System curriculum was introduced with effect from academic year 2013 – 14 and was further revised in the academic year 2016 -17. Number of new courses were introduced during the revision of syllabus.
- The number of full time teachers representing on various bodies in the university increased from 20 % in 2013 -2014 to 100 % in 2017 – 18.
- The number of activities to inculcate gender equality, environment consciousness & sustainability, human values and professional ethics has increased over the years.
- Number of students undertaking field projects and internship increased to more than double over last five years.
- Feedback system was introduced in the institute in the year 2017 -18.

Teaching-Learning and Evaluation

- Average enrolment of students increased over the years with increase in percentage of reserved

category students. Average percentage of students benefited by scholarships and freeships increased three fold in last five years.

- Student teacher ratio has been always better than norms and 100 % teachers have been using ICT in teaching learning.
- The average years of experience and teachers with Ph D & M Phil. has improved over last five years. Two teachers upgraded their qualification to M. Phil and one of them is pursuing Ph.D.
- Number of teachers receiving awards and recognitions has increased over years.
- Passing percentage has improved from 52 % to 75 % as a result of consistent efforts from the institute.
- Number of teachers deputed for FDPs, Seminars is consistently increasing. Teachers have been encouraged for research papers and the number of research papers is increasing.
- Number of MoUs with industry and academic institutes has increased from 03 to 13 over last five years.

Infrastructure and Learning Resources

Infrastructure augmentation has been done over the years with:

- covered parking,
- 100 % renewable energy (Solar) campus
- Increase in educational equipments – LCDs, LED TV, , integrated Lectern Stand
- Set up Language Lab, Soft Skills and personality development lab,
- Installation of 100 % SMART classrooms,
- Internet connectivity increased to 100 MBPS.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 4

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	01	0	0	0

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

a) Safety and Security

The institute is located in a prime location having good commuting connectivity and is housed in a well guarded campus with 10 feet wall compound and 24 X 7 securities at the entrance. Students' safety and security is well ensured in the institute premises with the help of surveillance by CCTV monitored by the head of the Institution.

In the situation of late stay at campus during activities like cultural activities, field trips, etc., the institute authorities take care of the girl students by providing escorting to their respective residences. All the staff members ensure safe reach of girl students to their home.

The contact details of the various committee members are displayed in the prominent locations in the institute premises.

b) Counselling

The institute has various committees, 'Internal Complaint Committee', Grievance Redressal Committee' functioning for the safety and security of the girls students and women employees on campus. The institute organizes various workshops and counselling session by the experts for the girls' students. These activities include self defense training workshop, counselling needs (physical, mental and psychological aspects). Interaction with the successful women is organised for the girls' students periodically.

'Mentor-Mentee' activity is functional in the institute to the students for counselling for academic as well as personal problems. Counselor, Dr. Soniya D. Kumar is appointed whose help is taken in case of critical situations.

c) Common Room

A separate common room for boys and girls are housed in the institute. Girl's common room is spacious and well-furnished. The girls' common room has attached toilet, dressing table, locker, and changing room facility.

Adequate well maintained wash room facilities are available on every floor of the institute.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 100

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 10

7.1.3.2 Total annual power requirement (in KWH)

Response: 10

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 30

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 2.1

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 7

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Institute makes efforts to implement the 3 Rs of reduce, recycle, reuse of sustainable development. **Reduce waste:**

- Extensive use of information exchange in electronic form through LAN, google drive, e-mail,

whats app groups.

- Encourage students to print SIP & Dissertation reports on both sides of papers.
- Guest / dignitaries are felicitated with saplings instead of flower bouquets wrapped in plastic papers.
- Caterers are encouraged to avoid using plastic and thermocol disposable glasses and dishes during institute functions.

Recycle:

- Preventative maintenance of computers, peripherals, equipments, etc. to increase life of assets.
- Where ever possible repair the computers, peripherals, equipments, furniture, etc., to extend the life of assets.
- The solid wastes like newspaper scrap, card board, corrugated sheets, office paper waste, etc., are sold to the scrap merchant for recycle
- E- waste is exchanged with the vendors for discounts against new equipments purchased.

Reuse:

- Use one side blank papers for internal communication.
- Savitribai Phule Pune University (SPPU) allowed two sides printing for SIP and dissertation reports from the academic year 2014-15. The institute started using the one side blank pages of SIP & dissertation reports of previous years for internal communication. As per SPPU SIP & Dissertation reports are to be maintained for a period of three academic years and then may be scrapped.
- Institute is having rain water harvesting system that collects the rain water that is carried to the bore well located in the institute premises.

Solid Waste Management:

- Dustbins are placed in every room and distinct locations in the premises that are cleaned every day. The collected solid waste is segregated into dry and wet solid waste that is collected daily by the garbage collection van of Muncipal Corporation.
- The solid wastes like newspaper scrap, card board, corrugated sheets, office paper waste, etc., are sold to the scrap merchant for recycle.

Liquid Waste Management:

- The waste water from the wash rooms, pantry and canteen is carried through proper drainage system to the city sewerage system.

E-waste management:

- All the institutions of Camp Education Society including the institute collect and send the E- waste to head office of Camp Education Society from where necessary arrangements are made to dispose it off safely through e-waste management company.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Institute is having rain water harvesting system that collects the rain water that is carried to the bore well located in the institute premises.

The rain water collected from the building roof top and premises is connected to the bore well with the help of PVC pipes of 4” diameter. The rain water recharges in ground water aqueous duct that help to improve ground water table in area rather than running off on the city roads.

Specifications of rain water harvesting:

Bore well size: 150mm – 01 No.

Bore well Depth : 150 ft.

Bore well chamber size: 3’ X 3’ X 4.5” – 01 No.

Bore well Filter Media bed : Boulders, Charcoal, Sand, Brickbats, Big Salt

The water from the bore well is used for the watering the trees and lawn in the garden through sprinklers within the institute premises.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Green Practices:

Since inception, the institute has taken care of environment. The rooms and corridors have large glass windows that resulted in very well illumination and ventilation. The building constructed in East-West direction provides adequate natural day light and air flow that helps in reducing the electricity consumption. Further, instruction boards are displayed at every electrical switch points to switch off the fans and tube lights when not required. Consistent practice of energy saving has kept the electricity consumption at minimum level.

Institute has installed roof top solar photo voltaic power generation plant with 12 KWH power capacities that generates 150 % of power requirement. Thus institute is not only self sustainable in terms of renewal

energy, but supplies green energy to State Electricity Company. The use of 100 % LED lighting has further helped to conserve electrical energy.

Institute is located very near to public transport facilities and encourages students and staff to use public transport facility. 40 % of the staff use public transport or come walking as they stay in the vicinity of campus.

The institute being located in planned town of Pimpri Chinchwad New Town Development Authority (Pradhikaran) has well connected all season pedestrian friendly roads.

Institute has consistently adopted nature friendly practice over years to felicitate all the dignitaries with holy sapling (Tulsi) instead of bouquet of flowers. This saves environment as well as gives a message of green practices.

Plastic free campus:

Institute is a plastic free campus. Students and staff are encouraged to avoid using disposable plastic items. During the workshops / seminars and institute functions catering contractors are encouraged to use paper dishes, tea cups and glasses for serving.

Paperless office:

Institute practice techniques to minimize the use of paper that include:

The institute has 100 % LAN through which the staff exchanges files (Word / Excel / PPT). Printing of documents is avoided unless it is very essential. Public Folder is created for internal data and information transfer.

Using single side blank pages for internal communication (notices / circulars) reducing the paper consumption drastically.

The study material is shared with the students by the faculty members through Google Classroom.

Green landscaping with trees and plants

The institute has lush green campus with serene environment and well designed landscaping. Tree plantation drive is conducted every year within the campus and outside. By felicitating the dignitaries with sapling the institute gives the message of saving environment.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**Response:** 3.53

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
5.01	0.096	0.014	0.033	0

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above**B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 1

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 1

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	0	0

File Description	Document
Report of the event	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including

Vice Chancellor / Director / Principal /Officials and support staff**Response:** Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website**Response:** Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**Response:** Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 23

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	5	3	3

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The future growth & development of any nation depend on youth of the nation majority of who are students. India is country with wide diversity in caste, creed, culture, language, etc. A sense of unity has to be developed among the students by breaking the boundaries of these diversities. Institute is a part of huge campus that has schools, junior colleges, undergraduate college & ITI. All the days of national importance are celebrated together in the campus.

Institute takes active participation in the celebration of days like Independence Day & Republic Day with great enthusiasm. Institute also celebrates birth & death anniversaries of great leaders to recall their contribution in building the strong foundation of our independent Nation.

Every individual has unique qualities and huge potential to achieve great goals. Institute strives to inculcate integrity and national spirit in the students by celebrating days like Independence Day & Republic Day, Mahatma Gandhi Jayanti, Sardar Vallabhai Patel Jayanti, Swami Vivekanand Jayanti, Chattrapati Shivaji Maharaj Jayanti, Teachers Day, Dr. Babasaheb Ambedkar Jayanti, etc. The students are made aware of the

values and the qualities of the great personalities who have contributed for the country and mankind as a whole.

Mahatma Gandhi Jayanti is celebrated by organizing in-house cleanliness drive to promote “swachh bharat abhiyan (Clean India)” as well as speeches and skit is also conducted by the institute.

The teachers’ day is celebrated to recognize the contributions of teachers in shaping the life of the young generation (future of the country) in the remembrance of Dr. Sarvepalli Radhakrishnan.

Youth day is celebrated to rejuvenate the thought process of Swami Vivekananda in the young minds through speeches, presentations & group discussions among students & teachers.

Dr. Ambedkar Jayanti is celebrated to pay tribute to the great social activist & the architect of Constitution of India. The students are motivated to inculcate human values and respect for all the caste, creed & community helpers.

Chattrapati Shivaji Maharaj Jayanti is celebrated to recall the leadership qualities & bravery of the greatest warrior and his contribution in igniting the flame for independence in the heart of people. Deliberations on the topics like “Yashacha shiv mantra”

The birth anniversary of the Iron Man of India, Sardar Vallabhbhai Patel is celebrated as Rashtriya Ekta Diwas. The students took Pledge with an aim to promote and strengthen the commitment to maintain and reinforce unit, integrity as well as security of our nation.

Institute celebrated former President Dr APJ Abdul Kalam’s birth anniversary on October 15 as ‘Vachan Prerna Divas’ (Inspire to Read Day) by organizing sessions to read good books & literature apart from the books prescribed in MBA curriculum.

The institute takes special efforts to indoctrinate nationalism & develop holistic approach in students to create responsible citizens with an inherent motto of “Service & Sacrifice”. Institute organizes tree plantation drive, visit to orphanage & old age home to inculcate the values & qualities of great personalities in the life style of the students.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Committee form of institutional functioning and participative management maintains complete transparency in its financial, academic, administrative and auxiliary functions.

Financial transparency:

The process of procurement of high value assets and outsourcing of services is well designed and implemented in the institute. For the procurement of assets, the procedure of calling three quotations and selecting the vendor offering the best prices without compromising on quality is followed. Audited financial statements are annually submitted to the Shikshan Shulk Samiti, Govt. of Maharashtra for the fixation of Tuition and Development fees.

Academic transparency:

Admissions to MBA programme are done on merit basis through centralized admission process (CAP) by Admission Regulating Authority, Govt. of Maharashtra. CAP admissions are as per reservation policy of government. Applications are invited from eligible students for institute level admissions up to stipulated date and admissions are given on merit basis through well structured procedure.

Well structured and implemented concurrent evaluation system brings in academic transparency that helps students for enhancing their capabilities, knowledge and skills resulting in attainment of Pos, PSOs and COs.

Administrative transparency:

Various statutory and non statutory committees like CDC, IQAC, Anti ragging committee, Internal Complaints Committee, Library committee, etc., having representatives of various stakeholders are functional and help in maintaining administrative transparency.

Selection of the teaching staff is through the duly constituted University Selection Committee and University prescribed procedure is followed for staff recruitment.

Transparency in Auxiliary functions:

Complete information of Governing body, Vision, Mission, academic and other activities, etc. is made available on the institute website that helps in maintaining transparency in auxiliary functions. Mandatory Disclosure as per prescribed format of AICTE is available on the institute website.

Institute strives to maintain complete transparency in its functioning for the betterment of the stakeholders and society in general.

File Description	Document
Any additional information	View Document

7.2 Best Practices**7.2.1 Describe at least two institutional best practices (as per NAAC Format)**

Response:

Best Practice 1 Environmental Sustainability

1. Title of the Practice: Environmental Sustainability

Objectives of the Practice:

1. To build institute energy self sufficient.
2. To convey the message of energy conservation among students and local community
3. To make institute eco-friendly, environmental sustainable.
4. To motivate the students and faculty members about green practices.
5. To develop environmental consciousness among students and staff.

Context:

- 1) Prime Minister's Grid-interactive renewable power projects based on solar energy
- 2) SPPU's QIP scheme for funding under Construction Grant
- 3) Institute Motto of Sustainable Development.

Parent Trust and Institute strives to give quality education at minimal possible fees. Significant amount is incurred on consumption of electricity. If this expenses are reduced it has a direct impact on the fees of the students as fees are calculated by Fee Regulating Authority based on expenses incurred by the institute.

Further, electricity generated through traditional sources has burden on natural resources and hampers sustainable development.

India tries to be self sufficient towards energy conservation and energy creation. Here at the CESRMDIOM, institute tries to use various renewable energy sources to conserve and create energy at all levels. Also tries to inculcate this culture of energy conservation in students by practicing it by best possible way.

The Practice: Institute used the electricity from state electricity board generated from traditional sources of energy. The institute infrastructure is designed to take advantage of natural sunlight and ventilation to minimize the electricity consumption.

Institute has inculcated habit in the staff and students to switching off the fans and lights whenever they are not required reducing the energy consumption.

The lights are replaced with LED tube lights to further reduce the electrical consumption.

Institute has installed 12 KWH on grid rooftop solar photo voltaic electricity generation plant that has generates 100 % electricity consumed by institute. Surplus solar energy generated is fed to State Electricity board (Mahadiscom). With this carbon neutrality of institute is achieved.

Through this practice institute conveys the message of energy conservation. Further institute regularly conducts tree plantation drive. Till date more than 150 trees are planted in campus and vicinity of institute. Such tree plantation drive was most of the times initiated by students. It indicates that students of

CESRMDIOM are also environmental conscious.

Institute staff members communicate with each other through LAN. One side blank papers are utilized for internal communication resulting paper conservation.

Institute organized Visit at 'Ralegansiddhi- Adarsh Gram' to demonstrate the students how a village can be self- sustainable.

Problems Encountered and Resources Required:

Huge investment in roof top Solar photo voltaic plant made it non-feasible. SPPU's QIP scheme for funding under Construction Grant made the installation feasible for the institute.

Evidence of success:

Rooftop Solar photo-Voltaic System is operation since April 25, 2018.

1. Amount energy generated through solar panel is over 13.300 MWh till Feb 23, 2019 and institute consumption since installation has been 9.098 MWh. Thus **4.202 MWh surplus electricity generated is sent to State Electricity Board. In the process institute has saved 9.76 tons of CO2 in 10 months.**
2. More than 150 trees are planted by institute.
3. Tree plantations drives are initiated by students this way institute is successful in inculcating the sensitivity about environment among the students.

Best Practice 2 Teaching – learning with Ultra modern teaching aids

2. Title of the practice: Teaching – learning with Ultra modern teaching aids

Objectives of the practice:

1. To make teaching – learning more effective.
2. To provide conducive environment for teaching and learning.
3. To generate interest of learning among the students.

Context:

Technology is changing at a very fast pace and young generation is techno savvy. Teachers have to keep the pace to generate and maintain interest in teaching learning process. Institute has been always proactive to adopt technology and take the benefits of the technological advances.

The Practice:

Institute had LCD projectors, computer and internet access in the classrooms. 100 % computers are on

LAN in institute. Over the years integrated lectern stand, interactive white boards and multimedia speakers were made available to make 100% SMART classrooms. Internet speed has been increased to 100 MBPS.

MBA being a professional programme having corporate references, case studies makes it difficult for teacher to discuss syllabus in detail. Audio – visual aids help teachers to make teaching more effective with the help of PPTs, videos, movies, short films, etc.

Faculty members share their teaching material among the students through Google classroom, Google drive which saves classroom interaction time utilized for writing of notes.

Problems Encountered and Resources Required:

Financial constraints and learning to use new technology were the problems in implementing the new ICT tools.

SPPU's QIP scheme for funding under Educational Equipment Grant made the installation feasible for the institute.

Training was provided to the teachers by the vendor to use the new tools and technology.

Evidence of success:

1. 100 % faculty members use ICT tools teaching learning.
2. Timely completion of syllabus.
3. Improvement in results.

Best Practice 3 Extensive Counseling and Support

3. Title: Extensive Counseling and Support

Objective: To offer a professional counseling and strong support to students for overcoming the challenges faced during the academic.

Context:

A student when inducted in the Program, it becomes a responsibility of institute to develop and offer a strong intellectual, psychological, and academic support throughout the program to make the student more competent to lead successful and better life.. In order to achieve the same, institute has to come up with the integrate framework of various academic, co-curricular, extracurricular and support facilities and counseling sessions.

Practice:

The institute has a well designed and developed a strong academic, co-curricular, extracurricular and support system for students that prepare them to overcome the challenges of life. The counseling and support system allows them to overcome any issues during their academic life. Professional counseling

sessions for both boys and girls students are arranged. Sick room with basic first aid equipments is available in the campus. Qualified doctor is available on call for medical emergency situation.

Students are introduced to 'Do it yourself' concept by way of pushing them in scenario analysis, case studies, and presentations. ICT tools, library resources and teachers' support is available for the students that help them to become better capable handle real life business problems.

Evidence of success:

Though the institute has recently started number of admissions are increasing over the years.

The results are improving over the years.

Every year college toppers of the sister UG college take admissions in the institute inspite of bigger and older institutes in vicinity.

Problem encountered and Resource required:

No Problem is encountered.

The resources required are the inspired dedicated teaching and non-teaching staff who consistently act as friends, philosopher and guide to every student. Fair management policies and welfare measures helped to create inspired dedicated human resource.

Best Practice 4 Institute Scholarships

4. Title:- Institute level Scholarships

Objective: To offer helping hand to the needy students

Context:

MBA being a professional programme and the expenses incurred for conducting it are huge; the fees of the programme are also high. Students from various socio-economic backgrounds aspire for admission to MBA as it provides lucrative career opportunities. Students are admitted through centralized admission process administered by Admission Regulating Authority, Government of Maharashtra. Students are admitted as per the reservation policy of government. Students from various categories avail respective scholarships from government and are able to do MBA. However, the students who are unable to avail the scholarship due to some or other reason remain deprived of education due to financial constraints.

Practice:

The institute and parent trust offers helping hand to such students through concessions and scholarships. The students with weak financial background are offered the benefits.

Students with weak financial background approach the Director and apply for the assistance. Director in consultation with academic coordinator checks the genuineness of the student applications and if convinced the application is forwarded to the parent trust. Parent trust through its mechanism verifies and decides about the extent of scholarship or concession to be given to the student. The amount of concession or scholarship is then transferred to institutes account from Trust account.

Parent trust offers a concession in fees to the wards of employees of Camp Education Society.

Evidence of success:

Total 72 students have been benefitted through the institute level scholarships in last five years. 04 employee's wards have been given a 50% concession in the tuition fees during last five years. The amount of concession is then transferred to Institute account from Trust account.

Problem encountered:

No problem is encountered till date

Resource required:

No resources are required at .institute level. However financial resources are required at the parent trust. Efforts are taken by the trust to raise Funds through donations from philonthrophists.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

“Great people have great values and great ethics.” - **Jeffrey Gitomer**

Parent Trust established in 1885 has its motto of “**Service and Sacrifice**” and has been working in the education field for over 133 years availing education for the common people. Education to the deprived and inculcating human values in the future generation has been on priority in the working of parent trust. Parent trust gives helping hand through scholarships to needy students.

In line with the motto of parent trust, institute has vision as “**Providing conducive environment for developing business leaders**” and Mission as “**Building Professional Careers with Human Values**”.

Since inception institute has thrust on creating conducive environment through incremental improvements in curricular aspects, teaching learning, evaluation, Research, Innovation, Extension, infrastructure, learning resources, student support, progression of students, governance, leadership and management.

Majority of the developmental activities like seminars, workshops, FDPs, teaching aids, infrastructural augmentation (Parking shed, solar PV system) are carried out through assistance from SPPU Schemes (QIP, SWO) that has direct impact on lowering Tuition Fees fixed by Shikshan Shulk Samiti for students.

In addition to curricular inputs, institute has focused on giving additional inputs on specialized areas through workshops and seminars. Topics covered through various seminars and workshops include:

2013 – 14 : Stock Mind (Stock Market), Research Methodology, Career opportunities

2014 – 15: Stock Mind (Stock Market), Mind power (NLP), Business Analytics,

2015 – 16: SPSS, Evolve Excellence, Mobile Repairing & Maintenance, Capital Market Awareness (BSE), Computer Repairing & Maintenance

2016 – 17 : Disaster Management, Digital Economy, Lap top repairing, Career opportunities through Competitive Exams, Startups and Skill India initiatives

2017 – 18: Emerging Media & Start – up initiatives, Business Innovations – its Impact on Employment and Entrepreneurship, Mobile Repairing & Maintenance, Disaster Management, Mobile Repairing & Maintenance, Personality Development

Library is enriched with increasing number of books, e-books, e-resources like membership of DELNET, NDL, Shodhganga, e - shodh sindhu, rare books, etc. Institute has set up language lab, Personality Development and Soft Skills lab, SMART Classrooms over the years. Internet speed has been increased up to 100 MBPS over last five years. Industrial visits are conducted on a regular basis. Various committees like Anti Ragging, Internal complaints, IQAC, SC/ST atrocities, grievance redressal, are functional to support students.

Along with creation of conducive environment, institute strives to inculcate human values in students. Activities conducted to inculcate human values and good citizens include:

Annual events: Blood Donation Camp, Teachers day, Republic Day, Independence Day, Birthdays of great personalities, Festivals.

Additional activities include:

2015 – 16 : Visit to Handicap Centre, Marathi Bhasha Diwas,

2016 – 17 : Tree Plantation Drive

2017 – 18: Felicitation of successful women on World Women's Day, Orphanage Home, Tree Plantation Drive

Students and faculty members contribute donations to orphanage home, old age homes during the visits.

As a result of the thrust on vision and priority 72 students have been benefited of institutional scholarships and no case of grievance, ragging or atrocity has been registered in last five years due to conducive environment.

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5. CONCLUSION

Additional Information :

Parent Trust Camp Education Society has a legacy of 133 + years in education. Major thrust of trust is on school education as it believes that a nation can prosper only through educated population. Focus is of providing education to the poor and deprived. Trust believes 'Education is service to the society'. The members include, doctors, advocates, scientist, businessman and others representing every section of the society. The Managing Committee is elected through elections amongst 475+ members for a period of 5 years. More than 50 % of the trustees are alumni of Camp Education Society. Great literary person, P. K. Atre was associated as headmaster in Camp Education School for 17 years.

Camp Education Society is lead by the visionary leader, Shri. Walchand D. Sancheti. Sir is the Chairman since 2008 and is associated with Camp Education Society for over 40 years who himself is alumni. Sir has worked as Chairman, Pune Merchant Chamber, Chairman, Oswal Bandhu Samaj, Member, Jain International Trade Organization, Vice-Chairman, Federation of Association of Maharashtra, Executive Board Member, Maharashtra Chamber of Commerce & Industry, Mumbai, Governing Body Member, Jain Vidhya Parsarak Mandal, Member, Sakal Relief Fund, Advisory Member, Minimum Wage Committee. Sir has been awarded with 'Samajbhushan' award by Jain Community, Pune, 'Life time Achievement' by Govt. of Maharashtra, "Rotary Service Recognition Award (SERA)" by Rotary Club of Pune-Sarasbaug

Rasiklal M. Dhariwal Institute Of Management though established recently in 2012, has made remarkable impression in the locality. Extended support of teaching and non-teaching staff has created a strong bonding with the students and alumni. Institute believes that students are the brand ambassadors of the institute. Students prefer the institute for MBA due to its honest efforts in developing the students through various co-curricular and extra-curricular activities and dedicated staff. Every year the toppers from B. Com., B. Sc., BBA, BCA courses of sister college who opt for MBA take admissions in the institute.

Institute looks forward to become a bench mark in the Pimpri-Chinchwad Township for quality professional education at minimal fees.

Concluding Remarks :

The famous and most often quote on education by **Swami Vivekananda:**

"Education is the Manifestation of the Perfection Already in Man"

Swami Vivekananda throw light on three important things - *Manifestation, Perfection and Already in Man...* through this quote.

The institute works on this philosophy of giving the education to see that the learning has manifested in the students, students become perfect i.e. complete and make the students aware that the best qualities lies in the students themselves.

Manifestation: Through the theory and practice in two years of MBA, students are given opportunities to imbibe the learning and express themselves through various co-curricular and extracurricular activities.

Perfection: Through the class room sessions and industry-institute interaction, attempt is made to make the students perfect (complete) with knowledge and giving the opportunities to practice and develop the skills by planning, coordinating and conducting various events (seminars, workshops, competitions) to make them perfect (complete) in all aspects of personality.

Already in man: The key principle of above quote that says, perfection is already in a person. Education and teachers play a crucial role to bring out this perfection in the students. Education is the process that brings out the strengths within that make a person ready for any situation in life.

We, at Camp Education Society's Rasiklal M. Dhariwal Institute of Management, believe in the above quote of Swami Vivekananda and give maximum opportunities to the students to explore themselves. The institute acts as facilitator giving ways and means to bring out the strengths, so as to nurture a confident and complete citizen with human values.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>22</td> <td>27</td> <td>27</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>13</td> <td>15</td> <td>16</td> <td>13</td> </tr> </tbody> </table> <p>Remark : DVV made the changes as per list of students admitted from reserved category SC, ST,NT, SBC and OBC.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	47	22	27	27	19	2017-18	2016-17	2015-16	2014-15	2013-14	37	13	15	16	13
2017-18	2016-17	2015-16	2014-15	2013-14																	
47	22	27	27	19																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
37	13	15	16	13																	
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors</p> <p>Answer before DVV Verification : 6</p> <p>Answer after DVV Verification: 6</p>																				
2.4.3	<p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers</p> <p>Answer before DVV Verification : 77 years</p> <p>Answer after DVV Verification: 83 years</p> <p>Remark : DVV has made the changes letter of total experience provided by HEI for the year 2017-18.</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3</td> <td>3</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	4	3	3	2	2										
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	3	3	2	2																	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	1	2	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
8	5	2	1	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	2	1	2

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

78	59	42	15	42
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
82	59	42	15	42

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
52	25	42	43	39

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
52	25	42	43	38

Remark : DVV made the changes as per clarification of linkage for 2013-14 provided by HEI.

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.86	0.95	3.14	5.00	2.91

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.86	1.55	3.9	6.23	2.91

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 48

Answer after DVV Verification: 49

Remark : DVV has made the changes as per average of students and teachers using library on

09/11/2017 and 06/12/2017 in log book entries.

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
8.99	14.74	24.60	7.62	6.88

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14.07342	9.36720	24.01020	7.62	6.88

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	13	22	14	17

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	13	22	14	18

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation

8. Personal Counselling

Answer before DVV Verification : A. 7 or more of the above

Answer After DVV Verification: C. Any 5 of the above

Remark : DVV has made the changes as per report of capability enhancement scheme provided by HEI.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	4	2	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	2	2	0	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	3	3	0	3

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	3	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

Remark : As per documents provided by HEI.

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	2	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	0	0

Remark : As per documents provided by HEI.

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	10	9	4	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	5	3	3

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the

last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
49	47	47	44	41

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
34	31	34	32	30

2.2 Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
29.06	34.35	33.17	31.54	29.86

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
25.16	34.35	33.17	31.54	29.86