



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**ANEKANT EDUCATION SOCIETY'S ANEKANT
INSTITUTE OF MANAGEMENT STUDIES, BARAMATI**

**ANEKANT EDUCATION SOCIETY CAMPUS, NEAR T C COLLEGE
413102**

www.aimsbaramati.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

AES's Anekant Institute of Management Studies is a legendary arm of the Anekant Education Society (Established in the year 1961). Indeed, an outstanding Educational Society. It has gained hallmark of the quality education more particularly in Baramati taluka and in general in the State of Maharashtra.

The Anekant Institute of Management Studies, founded in 2011, combines the vibrant culture of a proactive and dedicated atmosphere with cutting-edge technology. The objective is to make students experts in management stream through innovative approaches and resources offered by experienced, knowledgeable, and skilful teachers.

Vision

To develop multidimensional business leaders through the blend of value based, techno-powered and skill intensive management education

Mission

To inculcate life skills in students through proactive involvement of all stakeholders to lead in the dynamic business environment

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The core architect of the institute is the 'FACULTIES' who undoubtedly have quality enrichment vibes, kinship attachment with work and students day in and day out.

Core resourceful strengths are,

1. 66 percent of faculties have doctorates, published research papers, cases, books, and patents to their credit, have more than 17 years of experience, and few have a corporate experience with PAN India.
2. Faculties are NSDC Skill India Trainer and AICTE authorized UHV mentors, Financial Advisor, NTPL IIT Chennai Star Performer, Best Teacher (Lion Clubs Pune) and accredited Management Expert.
3. Retention of staff: more than 90 per cent staff are the founder members of the Institute.
4. Faculties hold position in the 'Industrial Board of Mentor'. They interface with industry happenings, with their mentees.
5. Faculties take their experiential learning into the classroom as 'Analytical Teaching' linked with live cases.
6. The real resourceful assets of the faculties are teaching, learning, student grooming, institutional kinship and development.

7. Mentor-Mentee Practice and Mentee Home Visit.
8. Organizing national conferences and management fest (Intaglio) consistently every year.
9. Students are trained to anchor in the various Events.
10. In the events, alumni are invited, and we made 'Alumni Dais' and our alumni connect through Almashine Portal.
11. The institute has governance of autonomy and a 'Single Window Hierarchy' that increases our ownership and belongingness towards the Institute and students.
12. Management motivates staff for the relevant higher studies, research paper publication, FDP, and attending conferences, etc.
13. Institute's Research Centre stimulates graduating students for research in accordance with the NEP 2020.
14. Innovation and Incubation Centre at the Institute is a great platform to our budding start-ups.
15. The institute has approved SP Pune University Research Centre, Educational ISO 21001-2018, Green Audit, Environmental Audit Energy Audit and Centre for Incubation and Entrepreneurship (CIE).
16. The institute has 47 active MoUs with Educational Sector, Industries, NGOs, and Government Bodies.
17. The institute has organised skill development workshops and extension activities for MoU partners.

Institutional Weakness

The institute is located in a rural area in the interior, and the logistic connectivity is often a hurdle. Our students are primarily from agriculturist families and a downtrodden community. Thus, naturally, good numbers of students are slow learners, and we face significant hurdles in grooming them professionally. This means teachers and students often occupy a quantum of time, which reflects a lack of time for writing research papers, case studies, books and ongoing consultancy with industries and MoU partners. MBA graduates don't. I didn't go for further studies and write competitive exams either, but I want to start careers either getting commensurate placement or tiny start-ups, to begin with. Similarly, MBA students are not much into mega sports and other competitive awards. Instead, they prefer to start their career.

The institute is self-financed and under the private umbrella, so the leverage of getting funding from government agencies is bleak.

Institutional Opportunity

The institute has a very rich and resourceful ecosystem; this is indeed stimulating to gear up to the pinnacle of quality enrichment to the best of best performance. The opportunities are:

1. Baramati is a budding and progressing taluka of Pune Dist.
2. It has a good and huge (60000+) number of students around its vicinity.
3. The Institute's geographical location is a great advantage.
4. Anekant Educational group is growing yearly, which is a great pull.
5. Baramati has many industries in MIDC (Maharashtra Industrial Development Corporation) that are growing considerably.

6. Management positively supports autonomy in the planning and execution of work. This gives excellent job satisfaction and ownership.
7. Management members are from business and industry and have an excellent vision for management students.
8. Healthy competition environment among faculties in their domain and expertise.
9. Diversity in faculties and students' exposures with new Reforms NEP 2020.
10. Utilization of faculties blends of experience and knowledge to its optimum level.
11. Work roaster within the Institute is an excellent opportunity to learn all kinds of work and a multi-task handling opportunity.
12. To churn the strength of the faculties for the benefit of the student

Institutional Challenge

The institute has been experiencing the following challenges:

1. The institute is located in a rural area, and most students are from agricultural families, which is a great challenge to cope with.
2. Pune is near Baraand mati, and students tend to go to Pune for higher studies than Baramati.
3. The change factor is that since students graduated from Baramati, they want to get a master's degree from Pune.
4. Time management and balancing time are significant challenges because students require a good quantum of quality time from teachers.
5. The add-on course, student grooming activities, examinations, peer learning, Industrial Mentor Interaction, Mentee-Mentor Meetings, Home visits, tutorial classes for slow learners, Skill Development Workshops, Extension Activities, Activities with MoU partners, etc., fitting into the academic calendar is challenging.
6. To some extent, fees are realized by students and the government.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Planning: The Institute has an academic policy governing all academic and curricular activities. The institute offers a choice-based credit system with a cafeteria approach to choosing major and minor specialisations and elective courses. The students are informed about the choice of course and specialisations in the induction programme.

The academic committee of the institute proactively plans and finalises educational sessions, course allocation, timetables, contents of course files, and Comprehensive Concurrent Evaluation (CCE) parameters in the meeting before the commencement of the session and the rubrics CCE is communicated to students through the handbook. The course teacher prepares a teaching plan that includes pedagogy, evaluation strategies, pertinent case studies, and experiential teaching techniques.

The institute organises an induction programme at the beginning of the programme and each semester, which helps students acclimatise to the institute's culture. The mentorship mechanism is set, and mentee allotment is done before the commencement of the sessions to monitor the academic progress and learning needs.

Implementation: The regular sessions and other activities adhere to the academic calendar and the course-specific lesson plan. This is based on their performance in learner-level tests. The course teacher conducts CCE and the performance of individual students is discussed at length. CO-PO attainment is ensured through the corresponding CCE parameters.

Integration of cross-cutting issues in the syllabus: The institute has taken initiatives to integrate the cross-cutting problems about professional ethics, gender, human values, the environment, and sustainability.

Students are sensitised and encouraged to work towards gender equity from a cross-cultural perspective. Gender inclusiveness is an intrinsic characteristic of the institute. The institute has a functional and registered Green Club to promote environmental literacy and protection. The selected teachers at the institute are certified skill trainers and certified UHV trainers.

Outcomes: The institute has taken 59 add-on courses and certificate courses, with 61 per cent enrolment in the last five years. The institute obtained feedback about its academic performance and ambience from various stakeholders and analysed it. ATRs were sent to appropriate bodies and hosted on the HEI's website.

Teaching-learning and Evaluation

The institute has recorded 99 percent **enrollment** in the last five years. Cent percent of the seats have been filled by the reserve category students, which was earmarked for them. The **teacher-student ratio** in the five years was 27 percent. 88 percent of full-time suitable teachers have been recruited in the last five years, of which 66 percent are **with NET, SET, or PhD. Student satisfaction surveys**, conducted yearly, are used to improve teaching-learning further.

Learner Level Identification: The learning levels are decided based on the student's performance in the test. Slow learners benefit from activities like home assignments, remedial sessions, and mentorship. Home visits catalyse the transformation of the slow and medium learners to the next level. The needs of advanced learners have been taken care of.

Experiential Learning: The institute has learner-centric education through appropriate methodologies. **Participative Learning:** The teacher instils the importance and benefits of participative learning among the students. **Problem-Solving:** The methods adopted are role plays, case studies, and practical (fieldwork) assignments. **ICT Integration** in Teaching and Learning- The institute has an adequate number of ICT-enabled classrooms, a library, a reading room, and a seminar hall. One classroom is equipped with an Intelligent Interactive Panel (IIP).

As **Comprehensive Concurrent Evaluation** (CCE) forms the 50 percent weightage of assessment, the Examination Committee decides the type of components as per university guidelines.

Transparent Assessment: The evaluated answer sheets of internal exams and class tests are discussed and shown to the students by the respective course teacher. **Robustness Assessment:** CCE parameters scheduled in the academic calendar are completed month-wise.

The **formula for CO Attainment** is equal to summations of direct CO Attainment through CCE parameters multiplied by weightage (45 percent), indirect CO Attainment born by weightage (45 percent) through University Examinations, and course exit survey opinion multiplied by weightage (10 percent). The institute has designed a comprehensive Excel sheet to ease **CO attainments'** computation. As an outcome, on average, 83 percent of students have **passed** in the last five years.

Research, Innovations and Extension

Innovation Ecosystem: The institute has an ecosystem for innovations, including a research committee, a research cell, a PhD research centre, six PhD research guides, a Summer Internship Course, and has **organised** 45 IPR Workshops, Entrepreneurship programs and national-level research conferences in the last five years. It has a plagiarism-checking facility, a Digital Library with Remote access, Startups and an Incubation Centre. With the funded support and guidance of the research committee, the CARE listed **publications** of research papers are **88 papers** and **138 papers** in the ISBN in the last five years. The Industrial Board of Mentors-Board of Entrepreneurship Development is a paving pathway for innovation cell activities. It has nurtured the students through a summer internship project; more than **100 students** have conducted research annually. The **funds** of Rs 6.7 have been generated and utilised for research activities in the institute.

Extension activities: The institute engages students in social awareness through extension initiatives with the Baramati Municipal Council (BMC), Rotary Club, Forest Department, Tehsil Office, District Skill Development of Maharashtra, and online.

Voter's Club: The institute's voter's club has held National Voters Day, Voter Awareness Programme, and Voter Registration Camp with the Tehsil office. **Job Fairs:** The Institute organised Job Fair 2020 and 2023 with the Government of Maharashtra.

The BMC and Institute's 48 extension initiatives achieved "Community Engagement" through 31 functional **MoUs**. The institute received certificates of **appreciation and recognition** for extension activities. BMC authorities **appreciated** the institute's active involvement in the **cleanliness awareness campaign**, street play on plastic ban, and solid and wet waste management—The Deputy CO of Baramati Municipal Council Felicitated Students as "Swachhata Doots" for their active participation. The institute got **First rank** in the "Intercollegiate Street Play Competition" organised by BMC & was awarded the "**Ideal College**" of the city, appreciating the institute for active involvement in "**Blood Donation Camp**". Recognition was received from the Government of Maharashtra as "Majhi Vasundhara Mitra". The institute got a **membership certificate** from the Maharashtra government (Forest Department), called "Maharashtra Haritsena," for participation in community **welfare** work.

Infrastructure and Learning Resources

The institute has **adequate infrastructure** facilities for effective teaching and learning processes. To align with the emerging trends of updated skill-based hiring, students use infrastructure to the fullest to develop hip-pocket skills. The institute utilises standard amenities of the society, such as an auditorium hall, Playground, gymnasium, and recording studio. The institute has a lush green amphitheatre for practising Yoga and Meditation activities. The Institute's Open to Sky (OTS) is for cultural activities, National Day Oaths, freshers, and farewell functions and events.

The **library** is fully automated using the proprietary Integrated Library Management System (ILMS) named Easylib 6.4a cloud version to meet library housekeeping operations. The reading room is Wi-Fi enabled and includes a 'Digital library' for accessing the internet and e-resources subscribed by the library, which is equipped with ten computers. Resources adequacy was ensured as per the norms of AICTE and the University for Research Centre. The library has subscribed to the J Gate database of journals. The library is a member of Delnet and National Digital Library of India (NDLI).

The institute's IT facilities updates occur at proper intervals and facilities for e-governance, ICT-based education, and paperless work culture. **IT facilities** at the institute include 111 **computers** with 50 MBPS leased line **internet** connectivity, with Mainline having 50 Mbps Leased Line service as well as a stand-by Line from BSNL is available for academic use. The student-computer ratio is 2.18. The institute has a standard mechanism for updating IT Facilities. The institute maintains licensed software and updates it regularly. IT Lab Coordinator handles all the updates and new purchases for IT facilities. "Updation policy" is displayed at the IT lab. The institute has a dedicated IT lab coordinator to maintain and update the lab.

32 percent and 38 percent of expenditure excluding salary has been recorded for the infrastructure **augmentation**, and **maintenance** respectively.

Student Support and Progression

87 percent of students have benefitted from the **scholarships** during the last five years. Forty-one percent have benefitted from the guidance for **competitive** and career **counselling** the institute offers in the previous five years.

Various programs, such as soft, communication, life, and ICT skills, have been incorporated into the institute.

The institute implemented the guidelines stipulated by various **statutory** bodies like AICTE, the University, the Govt. of India, and the state government and organised several awareness programs on sexual harassment and anti-ragging issues with a zero-tolerance policy. The institute has an online and offline mechanism for submitting grievance applications.

Fifty-four percent of students have progressed through the institute's job **placement** and entrepreneurship cell. Fifty-three programs have been organised by the institute for **sports** and **cultural** activities in the last five years.

The institute has a registered Alumni Association that contributed significantly to the institution's development through financial and other support services. The institute has established an official group for its alums, consisting of 1042 individuals who have graduated from eleven different batches. The alumni association offers a regular registration process through the dedicated "Alma Shine" Alumni Web Portal. The AIMS Alumni Meet, known as "Sojourn," is a platform for AIMS alumni to connect and engage. AIMS alumni are actively involved in the following:

1. Referrals of the institute's excellence and positive reputation are spread by word of mouth. The admission of the siblings of most alumni ensures their continued involvement in the AIMS community.
2. The institute has created an alumni platform where we ask former students to serve as distinguished

- programme guests and jury members for the competition and to speak on orientation day.
3. Alumni are crucial in promoting activities, sponsorships, and student rewards.
 4. alumni serve as catalysts for promoting and facilitating business and incubation.
 5. alumni are vital in organising business meetings and networking events.
 6. The positive contributions of alumni in their workplaces improve the institute's reputation.
 7. Senior alumni mentor juniors to help them advance in their careers.

Governance, Leadership and Management

The institute operates with its governing council, advisory board, and committees overseen by the secretary. The **Work Allocation Sheet** is generated annually, and the designated activity coordinator oversees the job distribution using a single-window hierarchy, ensuring that the assigned tasks are completed within the specified timeframe.

A high staff **retention rate** is resulted from continental work culture and go getter-ness. The institute is known for its highly knowledgeable, skilled and experienced teachers.

The best strategy for the institute is to prepare the annual budget, which includes **activity-based micro-budgets**. The institute is a self-financed entity, and the mainstay source of fund is the Admission Fee. Students are paying fees in instalments in a flexible mode. A significant portion of the admission fee is disbursed by the government through scholarships to the institute. The alumni and sponsorships contributed to the funds generated by local businessmen. These funds were utilised for student development activities like guest lectures, extension, and cultural programs.

Conducts financial audits regularly: The institute ensures the transparency of financial transactions by implementing cashless transactions. Internal and external financial audits have been conducted periodically to ensure the smooth functioning of the institute. Financial Audits are performed on a monthly, quarterly, and annual basis. The best of the best practices is that all kinds of payments are done regularly on time.

The Internal Quality Assurance Cell (IQAC) has conducted regular **meetings** and ensured improvements in the various areas of operations. Academic and Administrative Audits have been completed. IQAC has organised **collaborative** activities like conferences and guest lectures. The institute has participated in the **NIRF** for the last three years. Green audits, environmental audits, energy audits, and educational ISO audits have been conducted at the institute. The IQAC's **staff development** initiative achieved participation of 73 percent of teachers in the various training programs, out of which 66 percent of teachers availed of funded support from the institute. The Internal Quality Assurance Cell implementing the National Education Policy (**NEP 2020**) at the institute. Students are now specialised in major and minor courses through multidisciplinary alternatives.

Institutional Values and Best Practices

The institute has **organised 14 Gender Equity Promotion** programs in the last five years. The institution has all the facilities and has taken initiatives for alternate sources of energy and energy conservation measures. The institution is effectively managing various types of degradable and non-degradable waste, water conservation, green campus initiatives and a disabled-friendly, barrier-free environment.

Quality audits like **green audits, environmental audits, and energy audits** on the environment and energy are undertaken by the institution. The institutional environment and energy initiatives are confirmed through the various clean and green campus initiatives and beyond the campus environmental promotion activities.

The institute has taken initiatives to foster an inclusive atmosphere and raise awareness of constitutional commitments through various active **clubs and cells**. The institute has **conducted 42 activities** in the last five years to provide an inclusive environment, tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and Sensitisation of students and employees to constitutional obligations like values, rights, duties and responsibilities of citizens.

The **multilingual** conference, cultural events, add-on course (constitution of India), and UHV certificates led to the establishment of an inclusive and harmonious atmosphere in the institute. Therefore, the institute has established a pleasant environment and culture among the students and staff.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANEKANT EDUCATION SOCIETY'S ANEKANT INSTITUTE OF MANAGEMENT STUDIES, BARAMATI
Address	Anekant Education Society campus, Near T C College
City	Baramati
State	Maharashtra
Pin	413102
Website	www.aimsaramati.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	M A Lahori	02112-227299	9028693121	-	director@aimsaramati.org
IQAC / CIQA coordinator	Tanaji Chavan	02112-223635	9552345000	-	iqac@aimsaramati.org

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Letter.....pdf
If Yes, Specify minority status	
Religious	Jain
Linguistic	
Any Other	

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

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	Anekant Education Society campus, Near T C College	Semi-urban	3.39	3770

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, Master Of Business Administration,	24	UG	English	252	239
Doctoral (Ph.D)	PhD or DPhil, Doctorate Of Philosophy,	36	PG and PET or SET or NET	English	14	6

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				8			
Recruited	1	0	0	1	3	0	0	3	3	4	0	7
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	5	3	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/LLD/DM/MCH	1	0	0	0	0	0	0	0	0	1
Ph.D.	0	0	0	3	0	0	1	3	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	123	0	0	0	123
	Female	116	0	0	0	116
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	22	37	44	37
	Female	21	21	19	18
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	46	50	48	53
	Female	42	35	30	31
	Others	0	0	0	0
General	Male	63	44	42	47
	Female	48	52	47	47
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		242	239	230	233

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institute has adopted the MBA program's CBCS (choice-based credit system) structure to provide students with multidisciplinary and transdisciplinary learning opportunities. The flexible environment provides students with the opportunity to select from a variety of optional courses. The institute offers major and minor specialisations per the regulations set by the affiliated university. Students now have the advantage of two specialisations through the dual specialisation facility. This contributed to a diversification in the range of skills and job opportunities.
2. Academic bank of credits (ABC):	The policy and guidelines of the affiliated university

	<p>and the State Government of Maharashtra higher education department govern the preparedness and modifications for implementation. The Institute has implemented the Academic Bank of Credits (ABC) system per the guidelines for all students. Each student's examination form is linked to the ABC ID.</p>
<p>3. Skill development:</p>	<p>The programme's curricula encompass vital competencies, including communication, Skill Development 4 Credit courses, writing, presentation, and life skills. The add-on course also includes cultivating skills such as public speaking and presenting TED Talks—teachers certified as proficient instructors by the National Skill Development Corporation (NSDC). The mentor teachers, whom AICTE has qualified, have imparted the principles of universal human values to the students. The placement cell proactively provides training in resume writing and interview skills. Incorporating skill literature and digital tools is evidence of the institute's commitment to fostering skill development. The institute has a distinctive methodology to disseminate knowledge among rural college students. This fact is confirmed by the instructions of more than 5,000 students from the institute.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The integration of the Indian knowledge system is put into practice through cultural events, poster presentations, discussions, supplementary courses, and commemoration days. The main goal of extension activities is to enhance students' understanding of societal issues, including hygiene, environmental conservation, pollution reduction, waste segregation, and blood donations. The completion of the Universal Human Values online certificate course by students and teachers has made a substantial contribution to the integration of the Indian knowledge system. The Sanskriti Club, Voters Awareness Club, and Kaushalya Club have continually played a significant role in the integration of the Indian knowledge system.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Adopting Outcome-Based Education (OBE) has improved the internal evaluation mechanism. The institute applied an OBE approach by linking its vision with its mission statements. The mission statement is mapped to Programme Outcomes (POs) and Programme Educational Objectives (PEOs). The POs match all courses' Course Outcomes (COs). POs</p>

	and COs are available across several platforms, such as admission brochures, students' handbooks, websites, lesson plans, and display boards. The attainment of COs through direct and indirect methods achieves PO attainment. Therefore, the attainment of the POs ensured the achievement of the vision.
6. Distance education/online education:	The Institute has offered a variety of courses via the Coursera platform. Teachers have utilised online platforms like Coursera, SWAYAM, NSE Academy, TCS, and AICTE to enable and motivate students to gain information. The institute employed WhatsApp groups for effective communication. Teachers have shared study materials through Google Classrooms. The Management Information System (MIS) enables the sharing of educational resources, tracks attendance, and offers guidance and support. Online platforms have made it easier to provide more courses.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club (ELC) has been set up in the institute.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the institute appoints the students' co-ordinators and co-ordinating faculty members. The EVC is functional.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The initiatives undertaken by the ELC are like Voter's registration campaign, Guest lecture on Voters Awareness, etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to	ELC has initiated programmes like awareness drives, guest lectures, and so on.

advancing democratic values and participation in electoral processes, etc.	
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The ELC of the instute has ensured the entire student has enrolled on the electoral roll. The same has been made known to the families of the students.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
242	239	230	233	215
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 13

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	11	11	12

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
63.67194	60.05522	46.91579	89.96200	105.83362
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Planning: The Institute has an academic policy governing all academic and curricular activities. The institute offers a choice-based credit system with a cafeteria approach of choosing major and minor specialisations and elective courses. The students are informed about the choice of course and specialisations in the induction programme. The academic coordinator collects student preferences for specialisations through Google Forms. The academic committee finalises course allocations and lecture timetables based on the inputs received from students. A student handbook containing the academic calendar a blueprint for curricular and co-curricular activities, a timetable, lesson plans, vision, mission, POs, COs, and Code of Conduct is issued to every student during the induction programme.

The academic committee of the institute proactively plans and finalises educational sessions, course allocation, timetables, contents of course files, and Comprehensive Concurrent Evaluation (CCE) parameters in the meeting before the commencement of the session and the rubrics of CCE are communicated to students through the student's handbook. The course teacher prepared a teaching plan that included pedagogy, evaluation strategies, pertinent case studies, and experiential teaching techniques.

The institute organises an induction programme at the beginning of the programme and each semester, which helps students acclimatise to the institute's culture. The mentorship mechanism is set, and mentee allotment is done before the commencement of the session to monitor the academic progress and learning needs. The institute has a functional LMS to fetch timely and accurate educational information for students, teachers, coordinators, director, and management. The lesson plan of each course is uploaded by the course teacher in the LMS and made available to students through their login.

Implementation: The regular sessions and other activities adhere to the academic calendar and the course-specific lesson plan. Based on their performance in learner-level tests, the students are classified as slow, medium, and advanced learners. The academic activities are customised to suit the learning needs of students at each level. The course teacher conducts CCE and the performance of individual students is discussed at length. CO-PO attainment is ensured through the CCE parameters. At the end of each semester, each course teacher conducts the course exit survey, a component of the summative assessment.

The programme is supported by add-on and value-based courses. These certificate courses are offered to prepare students for cross-cutting issues. Practical exposure is ensured through workshops, guest lectures, study tours, group discussions, role plays, field projects, summer internship projects, and various events at the institute. Students experienced great learning during the study tour at IIM Indore.

The institute regularly obtains feedback about teaching, education, and curriculum from all the stakeholders, which is discussed in academic committee meetings and shared with management.

The best academic practice is that more than 95 percent of adherence to the academic calendar is achieved through monthly review meetings by an academic committee.

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

1.2 Academic Flexibility

<p>1.2.1</p> <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Response: 03</p>	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 3.02

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

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

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute has taken initiatives to **integrate cross-cutting issues** about professional ethics, gender, human values, the environment, and sustainability. The institute is inculcated and practices core values within a holistic framework. The **core values** of the institute include truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, complementarity, and life skills.

Issue Integrated	Initiatives
Indian Knowledge system and Life skills	Add-on courses
Human Values	Universal Human Values (UHV) Workshop, Course on Human Rights
Professional Ethics	Seminar on Intellectual Property Rights, Research Ethics, and Anti-plagiarism Mechanism
National Integration	Sanyukta Club Activities, Days Celebrations, Oaths Taken,
Gender inclusion	Tejaswita Club Activities, Guest Lecture on Women Empowerment
Stress Management	Yoga Club Activities, Meditation Session in Conference
Environment Protection and Sustainability	Green Club, Water Conservation Rally, and Cleanliness Drives
Indian Culture and Value System	Sanskriti Club Activities, Universal Human Values Certification Programme

Cyber Protection	Course on Cyber Security
Constitutional Rights	Add-on Course on the Constitution of India
Professional Values and etiquette	Course on Skill Development

Students are sensitised and encouraged to work towards gender equity from a cross-cultural perspective. **Gender inclusiveness** is an intrinsic characteristic of the institute. The Tejaswita Club at the Institute regularly conducts activities like guest lectures and counselling sessions and celebrates gender equality days at the Institute to provide equal opportunities to both genders. The institute offers **Add-on courses** such as Emotional Intelligence for Managerial Effectiveness, MS Excel for Managers, Startup Fest, Aurobindo Life, Intellectual Property Rights, Creative writing workshops, TED talks, etc.

The institute has a functional Green Club registered with the DTE Government of Maharashtra and UNICEF. This club actively conducts activities like green audits, rainwater harvesting, tree plantation drives, etc., to promote environmental literacy and protection. Teachers at the institute are certified skill trainers for the National Skill Development Council, Government of India. Also, selected teachers and students have completed courses in Universal Human Values offered by AICTE and are certified UHV trainers.

The **best practice** of curriculum enrichment is that the institute has effectively integrated the various issues through add-on courses at the institute level, and enrollment has reached beyond 60 percent.

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

1.3.2

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

Response: 42.56

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

Response: 103

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 98.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
126	125	119	120	120

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
126	126	126	120	120

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 100

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

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

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

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

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 26.89

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Learner Level Identification Mechanism: As per the admission report, the institute considers student diversity regarding graduation, location, gender, socio-economic background, and learning ability. The course teacher customizes the teaching methodology as per the students' learning levels. As scheduled in the academic calendar, the respective course teacher has carried out a specific test. The **adherence** to this is evident through the conduct of MCQ tests on completion of the first unit. The learning levels are decided based on students' performance in the test. Students with a score of more than 80 percent are classified as advanced learners, 60-80 percent as medium learners, and below 60 percent as slow learners. Accordingly, the course teacher has customized the teaching plan. **Slow learners** benefit from activities like home assignments, remedial sessions, Mentorship, and English Communication sessions. **Home visits** catalyze the transformation of the slow and medium learners to the next level. The needs of **advanced learners** have been taken care of by keeping them engaged with MOOCs, Field Projects, Case Studies, and Peer Learning.

The Institute follows **outcome-based Education (OBE)** to develop high-order thinking skills, including synthesizing, analyzing, reasoning, applying, and evaluating. The Institute has activity-based learning to ensure the involvement of every student. **Experiential Learning:** The institute has learner-centred education through appropriate methodologies like **Summer Internship Projects (SIP)**, dissertations, research proposals, industry visits, role play, and debates. **Participative Learning:** The teacher instils the importance and benefits of participative learning among the students. Hence, students come forward to participate in activities like workshops, conferences, intercollegiate competitions, and newsletters. Students are stimulated to participate in cultural activities, sports, extension activities, club activities, and intra and intercollegiate competitions, intra-class activities, and presentations. This results in the designing and executing fresher's day, farewell day, teacher's day, and many more by the students themselves. **Problem-Solving:** The methods adopted are role plays, case studies, practical (fieldwork) assignments, quiz and polling platforms like Slido, live polls, question banks comprising numerical examples, online business games, CV writing, and training workshops. The teacher hand-holds students in the problem-solving process, resulting in creating a feeling of responsibility in students and making a knowledge-based learning process.

ICT Integration in Teaching and Learning- The institute is wifi enabled and has an adequate number of ICT-enabled classrooms, a library, a reading room, and a seminar hall. One classroom is equipped with an Intelligent Interactive Panel (IIP). Teachers have prepared PPTs with hyperlinks and shared them among students through various online platforms. All teachers are trained to effectively use ICT resources like Google Classrooms, Slido, live polls, Google Forms, and Google Meets for interactive classes, internal exams, class tests, and online MCQ tests. The institute has a full-fledged MIS to streamline the teaching-learning process. Students, research scholars, and teachers access digital databases like Shodhganga, J-Gate, and Delnet. E-books and e-journals are accessed through NDL. Students who have completed MOOC Courses on Swayam, Coursera, and NPTEL platforms.

100% of teachers are incorporating ICT tools and techniques into the teaching-learning process, resulting in students' independent learning.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 88.33

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

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

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

[View Document](#)

2.4.2

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

Response: 50.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	5	5	4

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Internal Assessment Mechanism: Students are oriented about assessment during the induction program. Comprehensive Concurrent Evaluation (CCE) forms the 50 percent weightage of assessment, the Examination Committee decides the type of components as per university guidelines. The CCE parameters flexibly chosen by the course teacher based on the need for CO attainment are Case Studies, Presentations, Written Home Assignments, Class Tests, Creating Concept Maps, creating a Quiz, Creating and Presenting Posters, and Role Play. The internal examination is also considered as an additional CCE. Students' summer internship projects are evaluated based on their reports, research proposal presentations, and internal viva voce of 50 marks for the Summer Internship Project (SIP).

Transparent Assessment: The evaluated answer sheets of internal exams and class tests are discussed and shown to the students by the respective course teacher. The performance of students in CCE parameters is discussed with the students, and for further improvement, they are assigned additional assignments. Robustness Assessment: CCE parameters scheduled in the academic calendar are completed month-wise. The composite CCE marks are converted into 50 and submitted to the University in time. The internal assessment prepared the students for university exams and made them confidently acquire graduate attributes.

Contribution to External Assessment: The external examination is conducted transparently, adhering to the guidelines of the University. The answer sheets are submitted on time to the authorised Centralised Assessment Program Centre (CAP Centre). The Institute conducts an SIP External viva voce of 50 marks through a university-appointed panel. The institute's teachers participated in the university examination duties like paper setting, invigilation, external examiner (observer), and paper checking.

Grievance Redressal System for Examinations: The institute has an established Examination Grievance Redressal Policy headed by the Examination Cell. The examination committee and grievance redressal mechanism are displayed in the examination center and on the institute's website. An examination committee comprising the director, CEO, office staff, teacher, and student representative is

constituted to handle the grievances. The mechanism is as follows:

Step 1: Registration of Grievances: Students can register their grievances in person with any suitable authority, such as the CEO, academic coordinator, course teacher, and mentor, through either online or offline modes.

Step 2: About Internal Assessment: Process: The examination committee conducts an Investigation through a meeting to resolve the grievance and accordingly communicates it to the student within the time.

Step 2: About External Examination: Counselling is done by the CEO and Course Teachers, and the application is sent to the University by the student and resolved within the stipulated time.

Impact: The institute is free of grievances due to transparency and sound examination practices.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The MBA program syllabus has adopted the CBCS and OBE in tune with NEP implementation. The program has offered a multidisciplinary approach through major and minor specializations. The choice-based credit system has allowed students to learn customized courses in the MBA program. The vision and mission of the institute are mapped with the program's POs and PEOs. Being an affiliated entity, the institute implements the university-designed curriculum. Program Outcomes (POs) and Course Outcomes (COs) of the program the Institute offers are well defined.

Modes of Dissemination: POs and COs are clearly stated and communicated to the teachers and the students through various platforms as listed below:

1. The POs are displayed at the entrance of the institute.
2. POs and COs are shared on the institute's website.
3. The OBE mechanism with POs and COs is oriented to the students in the induction program.
4. The PO and COs are printed in Student handbooks. These handbooks are circulated to students during the induction program and are available for students in the Institute's library.

5. The lesson plan of the OBE pattern is discussed in the Academic Committee meeting. Minutes of the same are shared with the teachers.
6. The teachers prepares lesson plans by considering POs, COs of the program, and course content.
7. The course teacher includes the COs in the lesson plan and orients in the classroom at the beginning of the course.

The **dissemination** of the POs and COs through various modes resulted in inculcation among the students and teachers, and this practice becomes instrumental in attaining the same.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The **Programme Outcomes** (POs) and **Course Outcomes** (COs) for the Programme are well defined in the syllabus designed by the University. All the COs are interlinked and aligned with at least one PO. MBA Program with 10 POs comprise 42 Courses. Each course has Six COs. Hence; 252 COs directly support 10 POs. Each CO has been mapped with appropriate POs with various levels (3- High, 2-Moderate, 3-Low) for strengths of mapping. Hence, the attainment of evaluated COs is directly connected with the attainment of POs. The POs and COs articulation matrix, Comprehensive Concurrent Evaluation) CCE, split into COs and CO attainment targets, is a part of the teacher's teaching plan.

CO Attainment: The attainment of Course Outcomes (COs) is measured using direct and indirect methods. The formula for CO Attainment is equal to summations of direct CO Attainment through CCE parameters multiplied by weightage (45 percent), indirect CO Attainment multiplied by weightage (45 percent) through University Examinations, and course exit survey opinion multiplied by weightage (10 percent).

The **steps** adopted for measuring the level of CO attainment are as follows:

1. Develop a Mapping of the PO-CO Matrix and set a benchmark for each CO attainment
2. COs mapped with the Split of CCE parameters based on cognitive levels
3. The lesson plan shows that the number of sessions devoted to a particular CO forms the basis for

identifying the CO's strength mapped with PO.

4. The direct attainment (45 percent weightage) of CO considered the Marks obtained in each CCE (Comprehensive Concurrent Evaluation) parameter.
5. Indirect CO attainment (45 percent weightage) is measured through student's performance in university examinations.
6. The attainment (10 percent weightage) of COs considered the opinion of the students from the course exit survey.
7. CO attainment levels (60 to 70 percent- attainment level 1, 71 to 80 percent- attainment level 2, above 80 percent- attainment level 3) are computed based on the Percentage secured in the CCE parameter, performance in University Examinations and Exit survey opinion. The institute has designed a comprehensive Excel Sheet for COs' ease of attainment.

PO Attainment: PO attainment is computed on a semester basis. PO-CO articulation matrix is designed for mapping each CO to the POs with various levels for strengths (3- High, 2-Moderate, 1-Low) of mapping. The formula for PO attainment is equal to the summation of each mapped CO attainment percentage multiplied by strength of mapping.

The academic Coordinator has prepared an **online spreadsheet** for PO attainment. Individual course teachers fill in data on each CO attainment in the PO attainment sheet. Through this sheet, PO attainment is reviewed term-wise. The weakly mapped POs are identified, and course teachers are redirected to focus more during subsequent semesters. Hence, it's ensured that the entire set of POs is attained at the end of the program.

Best Practice: The institute has designed a **comprehensive Excel sheet** to ease CO attainments' computation. Thus, the attainment mechanism helps students gain information and skills for higher education, employability, and personal growth.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 82.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	70	101	102	72

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	107	106	102	82

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.81

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	.75

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institute has a functional and resourceful ecosystem for innovations, an Indian knowledge system (IKS) that includes a Research committee, Dedicated space in the campus building as a research cell., Ph.D. research center, Six Ph.D. Research Guides, a Summer Internship Course, organized six IPR Workshop, an Anti-plagiarism facility, fourteen national level research conferences, a Digital Library, provided Remote access to various databases including books and e-journals, Start-ups and Incubation Centre.

The institutional innovation ecosystem is engaged in market surveys, marketing expertise, human capital insights, and other verticals of techno-business and societal outlook. The institute has commissioned an incubation center and start-up since 2013, catering to the ecosystem needs of Local industrial belts and other nearby areas. Adding a feather to the cap, the institution has an innovation Council on campus as per the norms of the Innovation Cell, Ministry of Education, Government of India in 2021-22.

The research center's facilities and activities for the benefit of incubators and students are as follows:

1. The institute has a suitable infrastructure and support system for business know-how and incubation activities.
2. It has provided training, awareness, and Turn Key Projects to the eight start-up incubators.
3. The institute has tangibly extended the loop line for finance, technical know-how, entrepreneurship motivational support, and ideation support for fourteen entrepreneurs.
4. The institute teachers have shared their expertise and consultancies in areas like Marketing, HR, and general administration for seven MoU partners.
5. The Institute has a research center for the Ph.D. Program with Six in-house Ph.D. guides approved by the University.
6. Consistently organized the national conference (14 conferences in 13 Years) on relevant and contemporary issues and start-up events in management fest (INTAGLIO Series)
7. With the funded support and guidance of the research committee, teachers have published 106 papers in CARE-listed journals. This helped in the transfer of knowledge among the students.
8. The signature activity of the Innovation Center is a skill development workshop with MoU partners in rural colleges. More than 25 such skill development workshops trained more than 2000 students yearly. This achieved the creation of technology and knowledge among young entrepreneurs.
9. The Industrial Board of Mentors-Board of Entrepreneurship Development is a paving pathway for innovation cell activities. This helped the students to get ideas and experiences.
10. The alumni's support has benefitted the students by sharing experiences and networking established. The student now connected with those working, and this practice encouraged the smooth transfer of knowledge and skill.

The best practice of the research ecosystem is that it has nurtured the students through a Summer internship project, and more than 100 students are on the research platform each year.

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

3.2.2

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

Response: 21

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
14	01	02	02	02

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 2.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	07	08	04	00

File Description	Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 1.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	2	5	1

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1

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

Response:

The institute engages students in social awareness through extension initiatives with the Baramati Municipal Council (BMC), Rotary Club, Forest Department, Tehsil Office, District Skill Development of Maharashtra, and online.

1. Extension Activities with BMC: The Functional MoU enables Institute students to collaborate with BMC on the following activities:

1.1. The Deputy Chief Officer of the BMC honoured students of the institute and nominated them as Cleanliness Ambassadors ("Swachhata Doots") for their active participation in the Waste Segregation Campaign and Plastic Ban Awareness Campaign.

1.2. Students of the Institute grabbed First rank in the inter-college competition organised by the BMC on Waste Segregation Awareness Campaign.

1.3. Conducted the Cleanliness Assessment Drives Hotels, Schools, and Hospitals in the City.

1.4. A financial inclusion awareness push was held for city street vendors and hawkers. Student participation in the drive raised awareness of the "Prime Minister's Swanidhi Scheme".

1.5. Students engaged in Swachh Bharat Mission, Majhi Vasundhara Abhiyaan, and Citizen Engagement Survey through MVA 2021.

1.6. The street play was held during the Women's Health Awareness.

1.7. The institute has given building and campus to set up a "COVID center" during the COVID-19 pandemic.

1.8. Prepared Presentations for "Swachh Sarvekshan" to the BMC officer.

1.9. Data was analysed, and reports were prepared for the BMC on the surveys of citizens'

1.10. National Pride and Unity were realised among the students when more than 100 flags were distributed while celebrating the 'Azadi Ka Amrit Mohotsav' (Har Ghar Tiranga).

1.11. **Students realised the significance of renewable energy sources by participating in the Home Composting workshop by BMC.**

2. Extension Activities with Rotary Club: The institute and the Rotary Club of Baramati established an MoU for student-centric social services.

2.1. Blood Donation Camp (2021) received a good response from the students.

2.2. Blood Donation Awareness Program (2023) organised and motivated students to donate blood.

2.3. Blood Donation Camp (2023): Students learn human values for society during this programme. Faculty and students showed social sensitivity and community health incompetence.

3. Voter's Club: The institute's voter's club has held National Voters Day, Voter Awareness Programme, and Voter Registration Camp with the Tehsil office.

4. Job Fairs: The Institute organised Job Fair 2020 and 2023 with the District Skill Development, Employment and Entrepreneurship Guidance Centre, Government of Maharashtra.

5. 'One Student, One Tree' Sapling Distribution More than 200 saplings were distributed to kids for a Maharashtra Forest Department green environment project.

6. Extension activities through Clubs: The institute has clubs such as Sanyukta, Tejesvita, Sanskruti, Kaushalya, Yoga, and Green that engage in extension activities for community well-being. Students took responsibility for their social behaviour.

7. Online Extension Programme: Conducted health surveys during COVID-19 pandemic. Universal Human Values workshops by AICTE, New Delhi, the Skill Certification Programme by NSDC, and The National Level Co. were attended by students and teachers. They attended cultural and online yoga events.

8. Extension Programme: Research Conferences: Students' research, presentation, and value skills are emphasised.

The BMC and Institute's 48 extension initiatives achieved the "Community Engagement" goal, which became **best practice**.

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

3.4.2

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

Response:

The Institute received certificates of **appreciation and recognition** for extension activities, namely

1. Appreciation from **Baramati Municipal Council (BMC)** for Safe, Clean and Pollution-free Diwali: In A.Y. 2021-22: Baramati Municipal Council appreciated the institute for a “Safe, Clean & Pollution Free Diwali” awareness campaign.
2. Recognition was received from the Baramati Municipal Council (BMC) for the cleanliness awareness drive in A. Y. 2022-23: BMC authorities appreciated the institute for its active involvement in activities carried out for the cleanliness awareness campaign, street play on plastic ban, and solid and wet waste management. Deputy CO of Baramati Municipal Council Felicitated Students as “**Swachhata Doots**” for their active participation.
3. The institute got First rank in the “**Intercollegiate Street Play Competition**” organized by BMC & was awarded as “Ideal College” in Baramati city.
4. Appreciation from Rotary Club: In A.Y. 2022-23 Rotary Club of Baramati appreciated the institute for active involvement in “**Blood Donation Camp**”. The camp instilled human values among students for the well-being of society.
5. Recognition was received from the Government of Maharashtra as “ **Majhi Vasundhara Mitra**” in A.Y. 2020-21 for the Environment & Climate Change Department.
6. In A.Y. 2019-20 Institute got **Membership Certificate** from the Maharashtra government (Forest Department) as “ Maharashtra Haritsena” for participation in community welfare work.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 26

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	03	02	08	04

File Description	Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

<p>3.5.1</p> <p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Response: 09</p>	
File Description	Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Institute has **adequate infrastructure** facilities for effective teaching and learning processes. To align with the emerging trends of updated skill-based hiring, students use infrastructure to the fullest to develop hip-pocket skills.

Following are the details of infrastructure and other facilities:

1. Classrooms: Pristine classrooms of the Institute induce students to be in the class. The institute has six ICT-enabled classrooms, which meet the needs of 240 students as per the AICTE guidelines.

The institute has **smart classrooms** integrated with IIP (Intelligent Interactive Panel) of 75” enhancing digital content, knowledge sharing, and immersive learning experiences.

2. IT Lab: The institute has two air-conditioned computer laboratories with 60 PCs. The computer-student ratio is 1:4, i.e., above AICTE norms. It is digital learning distinct from classrooms. A dedicated lab coordinator is appointed to facilitate the students.

3. Cells: The institute has ICT-enabled cubicles for IQAC, Examination Centre, Academics, Research, Incubation and Startups, Personal Counseling, Training and Placement, and Entrepreneurship development.

4.Board Room: The air-conditioned boardroom is equipped with ICT facilities. It has a U-shape table with a capacity of 25 seats utilized for meetings, interviews, viva voce, and presentations.

5. Seminar Hall: ICT-enabled Seminar Hall with a capacity of 150 seats provides the right ambiance for academic deliberations such as Conferences, Seminars, Workshops, and training activities. The Seminar Hall acts as the epicenter of the Industry-Academia interface.

6. Tutorial Rooms: The Institute has two personalized tutorial rooms with study chairs, tables, whiteboards, etc. These tutorial rooms are utilized for clarifying doubts, remedial activities, peer interactions, assignment writing, presentations, and role-play rehearsals.

7. Library and Reading Room: The institute has well-equipped and Wi-Fi-enabled library. Students,

research scholars, and faculty members use the reading room, which has a capacity of 63 seats. It also has a 10-seat digital library section.

8. Administrative Office: It is replete with MIS, N Computing systems for paperless work, a centralized three-in-one highly configured printer, separate cubicles for accounts, and administrative work with document stacking.

9. Director Office and Secretary Office: The Director Office and Secretary Office facilitate institute governance. These offices are ICT enabled, ACs and visitors lobby, which provides ease of access to the stakeholders, students in particular.

10. Supporting Infrastructure like Boys and Girls Hostels (120 Capacity), Faculty room, Canteen and Pantry, Convenience Rooms, Common Rooms, Security Cabin, Vehicle Parking, Electricity Generator Backup, Green Lawn with Seating facility.

Institute has a versatile and customized **MIS (Management Information System)**, designed by combining the best cloud technologies.

11. Safety has been taken care of by the installation of **fire extinguishers** in prominent building locations.

12. A convenient **parking** place is available for the institute's stakeholders.

13. A 24x7 **security person** at the entrance gate is nominated for the security and discipline on campus.

Facilities for Cultural, Sports, and Yoga:

1. The Institute utilizes common amenities of the society, such as an auditorium hall, Playground, gymnasium, and recording studio.

2. The institute has a lush green amphitheater for practicing Yoga and Meditation activities.

3. The Institute's Open to Sky (OTS) is for cultural activities, National Day Oaths, Freshers, and Farewell parties.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during

the last five years

Response: 30.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
15.59865	15.64873	13.17767	25.71908	41.75433

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is a dynamic resource hub, catering to the diverse needs of students, faculty, and researchers. The library has sections such as the Journal Section, Reading Hall, **Digital Library**, and Stack Room. The library offers a variety of resources, including books, print journals, **e-journals**, **e-books**, and other resources like previous question papers bank, syllabi, handbooks, etc.

The institute library is fully automated and uses different modules in the **Easylib 6.4a** cloud version of the library management system for library operations. All the print resources- books, journals, project reports, dissertation reports, student handbooks, our publications, SPPU syllabi, question papers, etc.—are accessible and given unique IDs in the LMS database to allow the software to track its activity. Barcodes are generated by using the cataloging and accessioning modules of the LMS software and tagged on the items. Lending of materials to users and receiving them is done with the circulation module of LMS. The circulation of library resources can be tracked in the software. Library users are registered with a unique ID in the member module of the LMS software. Members are given a library card with a barcode for the use of the library. With the Periodicals module of the software, journals and magazines are tracked. Every loose issue of serials is tagged with a barcode. The member's physical visit to the library and its

purpose are recorded using the in/out management module of the software. The library usage report is generated monthly from the LMS software.

The OPAC and Web OPAC modules of the LMS facilitate browsing a book by author, title, or any keyword; on campus as well as through remote access. Also library is equipped with various facilities as Circulation, Reference and Information, Printing, Photocopy, wi-fi, CCTV, Paper Clipping, OPAC, and Plagiarism Detection.

Library Statistics:

Sr.No.	Library Resources	Details
1	Books	
	Books (Print)	7617
	Titles	3563
	Total Cost(INR)	Rs 35,28,212
	Total Net-Cost(INR)	Rs 24,52,693
	B. E-Books	3000+
	EBSCO E books	500 Titles
	Delnet	500+ Titles
	NDL	2000+ Titles
2	Perodicals	
	Journals (Print)	
	National/ International	16
	Magazines	01
	E Journals (National/ International)	4000+
3	CD 's	248
4	Bound Volumes	237
6	Student's Project Report	306

The library has **inter-library linkages** like DELNET, and NDLI. All e-resources are accessed through the intranet and internet, at the **digital library section** comprising of Ten computers.

The library has **organised activities** like orientation programs for students, celebrations of reading day and librarian's day, and training sessions on accessing e-resources. The library has provisions to serve on the ground floor for **Divyangjan users**. As per library policy, the **'books-on-demand'** facility made available for users.

The **newspaper** section of the library has been placed in the reading room, which has been used by the users on a daily basis. Users look for the digital library section to search for study material and research papers. The institute library has registered **25 users** per day in the last three years.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institute IT facility updates occur at the proper intervals (semester-wise). The feedback from students, faculty, and other vital stakeholders regulates these facilities for e-governance, ICT-based education, and paperless work culture.

The IT facilities at the institute are as follows:

1. Internet: - Mainline - >**50 Mbps** Leased Line Service from Vilite Multimedia Pvt. Ltd.

Stand By Line- **BSNL**

The institute has a standard mechanism for updating IT facilities. The institute maintains licenced software and updates it regularly, twice a year, per the requirements. IT Lab Coordinator and Lab Assistant take care of all the updates and new purchases for IT facilities. "Updation policy" is displayed at the IT lab. The institute has an adequate budget for updating IT facilities.

1. Audits of the IT facilitate take place at proper intervals.
2. User feedback is well taken and addressed appropriately.
3. Appropriate technologies are being used.
4. Regular data backup and troubleshooting measures.
5. Server maintenance and updates.
6. Website maintenance and updates take place on a concurrent basis.
7. To ensure data security, a firewall is installed at the source, and antivirus software is installed at workstations.

The institute has a dedicated IT lab coordinator to maintain and update the lab.

Outcomes: The teachers and students have used the **purchased software and LMS (MIS)**. The use of **laptops** by teachers makes it a convenient and comfortable working environment. **100% of teachers** are using ICT tools and resources to enhance the hybrid learning mode. All teachers have implemented the **online teaching mode** during the COVID-19 pandemic. This ensured a continued **connection** between the teachers and students. The institute has implemented **e-governance** in various areas of operations like

admission, finance and accounts, examinations, and student support. Enriching ICT facilities ensured NEP's smooth implementation through ABC ID generation and online MOOCs. The students much appreciate the institute's **free access to wifi**. The **digital library** is the main attraction for students while searching for study material and reference books. The **antivirus software** provided in the institute has ensured the data security of the staff and students. This enhanced the **virtual tours** in the teaching-learning mechanism.

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

4.3.2

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

Response: 3.03

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

Response: 80

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 10.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.50	2.38	1.99	5.48	27.84

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 86.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
202	208	212	212	169

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 39.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	85	87	90	85

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: C. 2 of the above

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

5.2 Student Progression

5.2.1

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

Response: 52.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	56	48	35	36

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	70	101	102	72

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 1

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The **Alumni Association** of the institute has effectively maintained alumni involvement through diverse methods since its establishment in 2013. The "AIMS Alumni Association" is a legally recognised organisation registered with the Charity Commissioner in Pune under the Societies Registration Act of 1860, specifically Act No. 21 of 1860. Due to the increasing significance of social media in daily life, the institute has utilised it to improve alum connectivity. The institute has established an official group for its alumni, consisting of 1042 individuals who have graduated from eleven different batches. The alumni association offers a regular registration process through the dedicated "Alma Shine" **Alumni Web Portal**. Alma Shine has created a comprehensive directory that includes contact numbers, names, email IDs, current occupations, and future goals of the alumni. This virtual platform serves as a database for

Alumni members to stay connected and constantly communicate with their alma mater. With its long-standing presence in the management academia for over a decade, the institute has alumni working in many industry sectors such as manufacturing, service, startups, and family businesses.

The AIMS **Alumni Meet**, known as "Sojourn," is a platform for the institute alumni to connect and engage. These alumni are highly esteemed institute representatives and hold significant value as assets. The institute also organises Alumni Association Meetings for discussions and explorations on enhancing teaching methods, meeting industry standards, arranging summer and final job placements, organising industry visits, engaging in community outreach activities, and promoting the institute's reputation. These discussions provide valuable insights from alumni. During a sojourn, faculty members and alumni engage in discussions regarding the current, developing, and upcoming trends in business and their implications.

Alumni's inherent inclination leads them to give professional presentations and willingly engage in entrepreneurial endeavours. In addition, alumni **contribute** to various programmes. The institute alumni are actively **involved** in the following:

1. **Referrals** of the institute's excellence and positive reputation are spread by word of mouth. The admission of the siblings of most alumni ensures their continued involvement in the institute community.
2. **Practical** scenarios for students to gain firsthand experience.
3. Alumni serve as members of the **Board of Industrial Mentors** at the institute. They proactively provide summer internship opportunities, organise industrial visits, and facilitate student placements.
4. The institute has created an alumni platform where we ask former students to serve as distinguished **programme guests** and jury members for the competition and to speak on orientation day.
5. Alumni are crucial in promoting activities, **sponsorships**, and student rewards.
6. Alumni serve as catalysts for promoting and facilitating business and **incubation**.
7. Alumni are vital in organising business **meetings** and networking events.
8. The positive **contributions** of alumni in their workplaces improve the institute's reputation.
9. Senior alumni mentor juniors to help them advance in their **careers**.

The Institute Alumni Association has endeavoured to mobilise alumni, maintain their connections, and direct their efforts towards advancing the alumni and the institute.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Anekant Education Society (AES) is the governing organization for multiple colleges, including T.C. College, Anekant Institute of Management Studies (AIMS), Anekant English Medium School (AEMS), and a college located in Jaysingnpur. The AES Governing Council is responsible for making all strategic decisions about the institute.

The institute operates independently, with its own governing council, advisory board, statutory and non-statutory committees overseen by the secretary as per **organogram**. As the Head of the Institute, the Director is responsible for ensuring the efficient operation of the institute, following its vision and mission.

The institute has self-sustaining **decentralised** short-term and long-term **plans** approved during sessions of the Governing Council (G.C.). The advisory board's inputs are integrated into the add-on courses, workshops, and guest lectures.

The **Work Allocation Sheet** is generated annually, and the designated activity coordinator oversees the job distribution using a **single-window hierarchy**, ensuring that the assigned tasks are completed within the specified timeframe. The coordinator devises a viable strategy, obtains the necessary endorsement from the G.C., and accomplishes the event's objectives. The committee's **Action Taken Report** (ATR) documents the progress review of each activity, including academics, research, examinations, and events. The final report, together with feedback, is submitted to the G.C. The motivational words from the G.C. boost the morale among the staff.

The institute arranged **self-sustaining** activities including conferences, management festivals, industrial tours, collage, and sports.

The implementation of the **NEP** is characterized by transparent governance in the following operational areas:

1. The institute aims to cultivate well-rounded business leaders with **values**-based, technology-driven, and **skill**-based education.
2. The institute has proactively undertaken the task of imparting skill sets to rural students through the organization of **skill development workshops**, which is one of our unique practices.
3. The institute started offering additional and **online courses** to develop the skills and qualities expected of graduates, following the recommendations of the Board of Industry Mentors.
4. The institute follows the **outcome-based education** (OBE) methodology. In collaboration with the Academic Committee, the faculty develops **lesson plans** by the **Program Outcomes** (P.O.s) and **Course Outcomes** (C.O.s).
5. The institute has assigned **Academic Bank of Credits** (ABC) I.D.s to all students to streamline the credit transfer process.

E-Governance: The Institute has incorporated e-governance in multiple aspects of its operations, including online document verification for administration purposes, online application and distribution of scholarships, and both online and offline mechanisms for filing grievances. **Finance and Accounts:** Utilization of Tally software in accounting procedures. All financial transactions are conducted online. Online **admissions** using CAP rounds facilitate student admission. Additionally, online **examination** support is provided for various processes such as exam form submission, mark submission, question paper delivery, result availability, and grievance settlement for examinations. **Academics:** Smart School **Management Information System (MIS)** for organizing lesson plans, tracking attendance, distributing study materials, generating course completion reports, and facilitating communication between parents and teachers.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The approved **prospective plan** is mapped through micro plans adopted by different institute **committees**, such as Admission, Academics, Research, Training and Placement, Extension and Outreach activities, etc. The respective coordinator implements these plans as per the **work allocation sheet**, wherein there is full delegation and autonomy of authority. It works on a **single window system**. The practical implementation and execution of the plan at the behest of the coordinators and students' proactive involvement help them groom.

The **plans** are discussed with the respective committees, and their inputs are considered to strengthen them. Further, the **Governing Council** gives authority to the committees to act on. The practice of **monthly review meetings** by respective committees helps in the timely assessment of deviations, **remedial measures**, and **Action Taken Reports (ATRs)**.

The Institute has ensured smooth functioning for various areas of operations through the **administrative** setup as follows:

1. The respective **Committees** have policies and **codes of conduct**. These committees have ensured the students' overall progression.
2. **Weekly Gist Report** from Teacher to Management assesses performance weekly and ensures

adherence to the Academic Calendar.

3. The Institute has a practice of First Week Review Meetings that measure effectiveness and accountability. This is evident through enhanced research **publications**, active **participation** in Faculty Development Programs (FDPs) and workshops, registered patents, faculty invitations to lead speakers, resource persons, etc.

The Institute has a comprehensive **Service Rule Book** containing a Code of Conduct, Recruitment Policy, Appraisal Policy, Welfare Policy, Leaves Policy, and Grievance Redressal Mechanism.

Under the visionary **guidance** of the Institute's management, the Institute has a clear mission and vision. Both the academic and administrative setups are run in a way that is open, decentralised, and involves everyone. The quality improved because of the proactive plans, policies, and code of conduct for implementation.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institute has a very effective **performance appraisal system** that is obtained from the faculty every academic year and assessed by management. The performance appraisal has parameters like academic, Student Development Activities, research, admissions and Overall Institutional Development.

The **Chief Examination Officer** scrutinises and presents the outcomes of every course as an Academic Appraisal. This appraisal is crucial for the teacher's performance and professional growth. In the review meetings, contributions of individual faculty about research, institutional development, student development activities and admission reviewed and shortcomings are geared up with suitable actions.

The Director of the Institute engages in informal conversations with the students, solicits teacher feedback, and then communicates with the relevant teacher to facilitate improvement.

The **selection process** employs a policy that prioritises applicants depending on how well they meet institutional requirements, including inter-alia work, research acumen, and course competency. At the beginning of the academic year, **recruiting** employees is carried out according to the norms set by the AICTE.

The institute ensures the advancement of staff careers and their progression by providing **welfare** amenities.

1. The institute provides basic welfare facilities like clean drinking water, 24x7 electricity with backup, a wifi-enabled campus, and clean and meticulously maintained infrastructure, which creates a conducive work environment.

2. Group insurance for staff members.
3. The employees receive Festival Advance.
4. The institute makes an equivalent contribution to the Employees Provident Fund.
5. The institute provides uniforms to its staff.
6. Staff members have a distinct preference for admitting students to the affiliated schools and colleges of the Society.
7. The personnel is offered complimentary on-campus housing based on financial need.
8. The institute offers a variety of leave, including compensatory leave, duty leave (leave for institute work), casual leave, and medical leave.
9. Staff members are incentivised by receiving a 50 per cent reimbursement for expenses related to publishing research papers, registering patents, participating in faculty development programs, attending conferences, and joining workshops.
10. The institution grants special duty leave to staff members invited to serve as Chief Guests, Special Speakers, Judges, Moderators, or other roles at intercollegiate activities.
11. Institute grants leave for University paper setting, Paper Checking, and other University activities.
12. The institute grants sanctions to allow individuals to take leave to attend PhD courses and engage in other activities necessary to complete their PhD. Currently, 80% of the individuals possess a Ph.D., and 40% are acknowledged as mentors for Ph.D. candidates.
13. Faculty members participate in multiple Board of Studies (BoS) and actively execute Memorandum of Understandings (MoUs) with industries.
14. The institute grants complete authority to its staff to function within their domains.

A high **staff retention** rate results from the influence of the efforts mentioned above. The institute is renowned for its highly skilled and knowledgeable teachers, whom the students highly regard.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 3.77

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

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

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

6.3.3

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

Response: 15.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	06	11	0	0

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution has strategies for **mobilization** and optimal utilization of resources and funds from various sources:

The best strategy for the institute is to prepare the **annual budget**, which includes activity-based micro-budgets. This serves as a yardstick for institutional growth.

The institute is a self-financed entity, and the mainstay for the source of funds is the **Admission Fee**. Students are paying fees in **instalments** in a flexible mode. A significant portion of the admission fee is disbursed by the government through **scholarships** to the Institute. The Institute occasionally experiences a paucity of funds from the government. The parenting body (Anekant Education Society) mitigates this fund flow fluctuation. The shortfall of funds is fulfilled by taking **advance** from the parenting body, which is made good by getting funds (Fee) from the government. In this way, regular on-time payments from the Institute will be ensured. The noble approach of the Institute was evident during the global pandemic as the payments were made regularly, even during those testing times.

The funds are **contributed** by the Alumni and Sponsorships were generated from local businessmen. These funds were utilised for student development activities like guest lectures, extension programs, cultural activities and so on. The institute received funds from **NAAC, AICTE**, and the **University** and organised National Level Conferences. Research publications and case studies have been encouraged with **funded support** of 50 percent from the Institute.

Conducts financial audits regularly: The transparency of the financial transactions is ensured by the institute through the implementation of **cashless transactions**. Internal and external financial audits have been routinely conducted to ensure the smooth functioning of the institute.

Financial Audits are conducted on a monthly, quarterly, and annual basis. The details of Internal Financial Audits are as follows:

Monthly Internal Financial Audit: It is conducted by the Accountant under the guidance of the Office Superintendent and Head of the Institute. All financial transactions are executed through the bank only. Bank reconciliation is done in this audit to ensure the accuracy of transactions.

Quarterly Internal Financial Audit: It is conducted regularly by the nominated Internal Auditor. The suggestions of the Internal Auditor are implemented to develop the accounting process.

Statutory (External) Annual Financial Audit: This audit is conducted by the nominated Auditor M/s. V.A.Dudhedia & Co., Pune. The outcomes of this audit are in the form of the institute's financial statements.

The best of the **best practices** is that all kinds of payments are done regularly and on time, as evidenced by payment in the Pandemic 19.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Institute underwent its first NAAC assessment in 2018-19. It took steps to achieve accreditation standards. It's a milestone in establishing and integrating measures to improve varied operations and procedures. The second cycle of NAAC compliance includes a dedicated and well-equipped infrastructure in the Institute building, regular meetings to formulate a plan of action, Committee reconstitution, and timely AQAR submission by NAAC guidelines.

The Institute's IQAC has improved academics, research, infrastructure, student support, governance, and values. Thus, the academic calendar was followed, inventive teaching methods were used, program and course outcomes were met, an Alumni Network was formed, and professors and students published more research.

The IQAC has held national research conferences with NAAC, AICTE, and university funding. National quality conferences and NAAC's Revised Accreditation Framework have helped the institute's students and teachers maintain excellent institutional procedures.

The IQAC's monitoring function has improved research publication quality, the anti-plagiarism mechanism, teacher funding, IT infrastructure updates, student feedback, and Institute bodies. Regular review meetings and reviews with academics, exams, and comments have shown this.

The IQAC's staff development plan includes Universal Human Values, Train the Trainer, and online Faculty Development Programs (FDPs), which have greatly helped teachers. The IQAC promotes MOOCs and online certification programs from ATAL Academy, Swayam, and IIT Bombay. Staff skills have significantly improved due to this endeavour. Peer-reviewed and CARE-listed journal publications have grown due to these actions. Paper and case study research insights are integrated into classroom instruction.

Regular IQAC evaluation meetings enrich institute teaching-learning processes. The well-established academic schedule, rigorous implementation, mapping, dissemination, and achievement of POs and COs show this. This has improved academic calendar compliance and add-on course enrollment.

IQAC initiatives and involvement improved operations by adding courses to broaden the scope and enrollment, benchmarking COs attainment, increasing UGC CARE listed paper publication, and updating the Performance Appraisal system with a robust form.

The IQAC has maintained excellence through AAA, ISO, energy, green, and environmental audits. Documentation improved after the IQAC's Academic and Administrative Audit (AAA) and Action Taken Report. The IQAC regularly participates in the NIRF ranking.

The Internal Quality Assurance Cell implements the institute's National Education Policy (NEP 2020). Students can now specialise in major and minor courses through multidisciplinary alternatives. Exams now use ABC ID. Through its Yoga, Sanskrit, and Voter Awareness groups, the institute has integrated Indian knowledge. Add-on Courses have made skill development part of teaching-learning. The institute pursues Course and Program Outcomes (CO and PO) in outcome-based education. Teachers and students also have online learning options.

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

6.5.2

Quality assurance initiatives of the institution include:

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

such as NAAC, NBA etc.

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Institute's commitment to respecting both genders is rooted in its fundamental concept of "Anekantavada," a Jain philosophy that emphasizes metaphysical trust and truth. Institutions enforce ideals by implementing rules, practices, and codes of conduct.

Gender sensitization initiatives: The Internal Complaint Committee and Grievance Redressal Committee aim to offer counselling and foster gender equality among students, staff, and society. These committees ensure the safety and security of students and staff. The institution organizes numerous events and activities to sensitize and motivate students to promote gender justice from a cross-cultural perspective. The institute premises are equipped with CCTV, which ensures a sense of safety. Students received accommodations in dedicated boys' and girls' hostels, ensuring a secure and comfortable living environment. The Institute ensures that all activities and programs provide equal opportunities for the advancement of female students. The institute maintains a fully operational Tejesvita Club that coordinates events promoting women's moral and ethical principles. Club members have formulated the annual gender sensitization plan. Tejasvita Club and the Women Grievance Cell collaborated to organize and actively participate in programs aimed at promoting women's empowerment and gender equality.

Gender Equity Promotion Initiatives	Activity Number	Academic Year	Date	Activi
	1	2018-19	09-10-2018	Program Successful M Wome Entrepren
	2	2018-19	27-11-2018	Program on Constitutio Gender Eq
	3	2018-19	08-03-2019	Program Working P Challenge Achieven
	4	2018-19	19-01-2019	Program on equity in I corporate c
	5	2019-20	01-10-2019	Program Successful M

				Women Entreprene India
	6	2019-20	19-11-2019	Program on Constitutio Gender Eq
	7	2019-20	06-03-2020	Program Working P Challenge Achieven
	8	2019-20	11-01-2020	Program on equity in I corporate c
	9	2020-21	14-09-2020	Guest Lect 'Gender Eq
	10	2020-21	31-01-2021	Skit – 'Solu Pollutio
	11	2020-21	08-03-2021	Guest Lect 'Women's I Gender Sen Rights
	12	2021-22	11-03-2022	Women's E Rally
	13	2022-23	10-09-2022	Guest Lect Women Empower
	14	2022-23	08-03-2023	A Debate ses Empowering child is the b to empow Natio

Evidence of success: The implementation of effective gender equity measures has led to the establishment of a strong sense of community at the institute, characterised by mutual care and support. Therefore, most of the girls' parents are strongly inclined to enroll their daughters in the institute.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The institute has implemented institutional activities aimed at fostering an inclusive atmosphere and raising awareness of constitutional commitments. These efforts include organizing events and programs that promote ethical, cultural, and spiritual values among students as well as employees. Commemorative days are organized to instil moral values and promote mutual understanding and enjoyment among students and faculty, with the aim of fostering unity, individual responsibility, and societal cohesion.

The activities conducted in the past five years are as follows:

Sr. No.	Academic Year	Date	Activity
1	2018-19	12-10-2018	E-sources of Education: E-Education
2	2018-19	24-12-2018	E-sources of Education: E-Job Placements
3	2018-19	18-01-2019	E-Placements: Online Training and Placement
4	2018-19	11-01-2019	E-Placements: Online Training and Placement
5	2018-19	01-03-2019	Zero Discrimination Day
6	2018-19	20-02-2019	World Day of Social Justice
7	2018-19	20-12-2018	International Human Solidarity Day
8	2018-19	19-08-2018	World Humanitarian Day
9	2018-19	19-08-2018	No Vehicle Day, Tree Plantation, Waste Free Campus, Plastic Disposal Practice, Green Audit, Cleanliness of Campus
10	2019-20	04-10-2019	E-sources of Education: E-Education
11	2019-20	03-01-2020	E-sources of Education: Online Training and Placement
12	2019-20	20-12-2019	E-Placements: E-Job Placements
13	2019-20	09-01-2020	E-Placements: Online Training and Placement
14	2019-20	17-09-2019	Certificate Course under 'Universal Human Values and Professional Ethics'
15	2019-20	02-03-2020	Zero Discrimination Day
16	2019-20	20-02-2020	World Day of Social Justice
17	2019-20	20-12-2019	International Human Solidarity Day
18	2019-20	19-08-2019	World Humanitarian Day

19	2020-21	01-03-2021	Zero Discrimination Day
20	2020-21	20-02-2021	World Day of Social Justice
21	2020-21	20-12-2020	International Human Solidarity Day
22	2020-21	02-10-2020	Program on Gandhi Jayanti: Short films on the theme of revisiting Gandhi's ideas
23	2020-21	01-05-2020	Program on Maharashtra Din: Collage on the theme of history and traditions of the Maharashtra State
24	2020-21	05/03/2021	Online Awareness Program on Human Values and Professional Ethics
25	2021-22	01-03-2022	Zero Discrimination Day
26	2021-22	20-02-2022	World Day of Social Justice
27	2021-22	20-12-2021	International Human Solidarity Day
28	2021-22	19-08-2021	World Humanitarian Day
29	2021-22	31-08-2021	National Unity Day
30	2021-22	21-08-2021	Sadbhavana Divas
31	2021-22	02-10-2021	Gandhi Jayanti
32	2021-22	01-05-2022	Maharashtra Din
33	2022-23	06-06-2022	'Shiv Swarajya Din'
34	2022-23	21-06-2022	'International Yoga Day'
35	2022-23	18-06-2022	'National Reading Day'
36	2022-23	02-10-2022	'Mahatma Gandhi Jayanti'
37	2022-23	31-10-2022	'National Unity Day'
38	2022-23	05-07-2022	'Teachers Day'
39	2022-23	24-07-2021	International Multilingual Conference on Human Values and BizTech at the Crossroads.
40	2022-23	15-10-2022	'Vachan Prerana Divas'
41	2022-23	03-01-2023	'Savitribai Phule Jayanti'
42	2022-23	08-03-2023	'International Women's Day'

The multilingual conference, cultural events, add-on course constitution of India, and UHV certificates led to the establishment of an inclusive and harmonious atmosphere in the institute. Therefore, the institute has established a harmonious environment and culture among the students and staff.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice I

1. **Title of the practice:** Mentoring through Home Visits: Dedicated Relationship
2. **Objectives of the Practice:** The institute aims to fulfil the quality enrichment promise given to students. The objectives stated for this practice are as follows:
 1. To provide personalised institutional support
 2. To develop career of a student in consultation with parents
 3. To establish rapport between teachers and parents
 4. To strengthen bonds of guardianship between teachers and students
3. **The Context:** Being a student-centric institute, it has made enormous efforts to connect with the students from rural India to promote and teach the various skill sets required to change the industrial scenario. The same information should reach the parents as well. To facilitate this objective, the institute has started mentoring through home visits.
4. **The practice describes:** The institute has practised mentoring through home visits since 2018. In this Home Visit-Mentorship practice, the teacher plays the role of 'Mentor', whereas the student acts as a 'Mentee'. Every mentor is allotted ten mentees at the beginning of the academic year. As the semester progresses, mentoring meetings are conducted to assess the strengths and needs of the mentees. Accordingly, home visits are organised with the due information. This strategy integrates the academic and social emotions of educators, students, and their families. It creates an equal playing field, recognising the educators and family jointly contributing to the student's education. The mentors record the parents' input during this discussion and consider it when creating extracurricular and co-curricular activities. This practice develops trust and dedicated relationships with students and parents for their go-getter-ness.
5. **Evidence of Success**
 1. **For Students:** The mentoring through home visits benefits the students in their career selection. The mentees can analyse their strengths, weaknesses, opportunities, and abilities (SWOA). Mentors identified the home behaviours of mentees and counselled them accordingly. Afterwards, students became friendlier with the teachers to get their doubts resolved, and their etiquette and manners noticeably improved at home.
 2. **For Parents:** Mentoring through home visits benefitted the parents by sharing the strengths and weaknesses of their ward, and they found improvements through counselling sessions with the

mentor. It has embedded the institute's distinctive goodness and a great referral in the community.

3. **Overall impact:** This practice has improved students' attention in class, punctuality in submitting assignments, and parents morally paid fees on time (which has resulted in a reduction of outstanding fees). Teachers, parents, and students are integrated in holistic grooming to attain PEOs.

1. Problems Encountered and Resources Required

It has been noticed that the parents are not readily available during office hours. The solution to this issue was to schedule visits around the availability of the parents on weekends and holidays.

Best Practice II

1. **Title of the Practice:** Teacher Empowerment through Work Autonomy in Single-line Hierarchy
2. **Goal:** The institute has staff with diverse skill sets and experience with the spirit of teamwork. To synergise and explore the strengths and opportunities, a unique system of allocation of work through a yearly roster system is adopted with the following objectives:
 1. To enhance the involvement of teachers in their work environment
 2. To make teachers versatile and multitasker
 3. To utilise work autonomy for greater job satisfaction
 4. To empower the teacher in planning and execution (scratch to finish)
 5. To inculcate institutional ownership among the teachers
3. **The context:** Looking to the needs of industry and the market, the institute has enhanced teachers' knowledge, skill and experience to its optimum. Hence, institute has adopted the culture of roster portfolio of work. To ensure perennial professional growth to meet the market demand, the role of teachers is very vital. The Institute concluded that teachers involvement with institutional development should have been given priority. Since the beginning, a friendly work culture has been established by rotating task allocation, providing lead responsibilities, and delegating authority. Delegating responsibility is determined by competencies, experience, and knowledge. This enhances skills acquisition, professional advancement, motivation, and teacher collaboration. Teachers confidence gets built to handle duties independently.
4. **The Practice:** At the beginning of Academic Year, the allocation of roster work is given to the respective teacher, this is the main input to prepare the academic calendar in which the date and month is earmarked for execution. During the review meeting the updation is given to the concerned teacher to start the work for respective event. Based on that, the teacher prepares budget, plan, task allocation and a complete blue print with a checklist of do's and don'ts. And teacher ensures successful completion of the event with full autonomy and single line of hierarchy.
5. **Evidence of Success:**
6. The work allocation has made teachers to involve fully and a part of all teams which ensured the smooth completion of the event. The portfolio roster made the teachers versatile and multitasker to handle any kind of situation to its success. The 'single line hierarchy' indeed gave greater job satisfaction which is witnessed through high retention rate. The autonomy made teachers to take constructive decisions pertaining to the allotted portfolio, which empowered the teachers in

planning and execution of the event.

7. Problems Encountered and Resources Required:

8. Time constraints may be an obstacle because the institute needs to plan the activities in advance but, the university examinations and other regulating bodies may disturb the scheduled events. Due to health condition of the allocated teacher, who is supposed to lead the event, may cause hindrance, which is mitigated by alternative arrangements.

The resource required: The only resource required is the true-blue commitment of the teacher.

9. **Notes:** Prima facia the autonomy in Single-line Hierarchy practice makes the teacher wholesome for their professional growth and institutional excellence.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Title: Skill Development Workshop Series

Context: The institute is located in rural area (Baramati) of Pune District, Maharashtra State. The institute's research committee has identified the skill gap of rural students basically, communication skill, presentable skills, body language, team work, and leadership qualities. In line with this, the proposal of Skill Development workshop series in the outskirts colleges of Baramati vicinity; more particularly for MoU partners was discussed at length and approved in advisory board meetings of AY 2015-16.

Objectives: The Institute has set the following objectives to organise the skill development workshops:

1. To create awareness among graduating students
2. To fill the skill gap of rural student for employability
3. To handhold the MoU partners for the betterment of students
4. To utilise the teachers strength for the benefit of rural students
5. To contribute towards skill India Initiative of Govt. of India

Practice:

At the beginning of Academic Year, skill development workshop (SDW) coordinator, along with the allotted area coordinators, chalk out the plan of SDW college-wise, indicating date, month and budgetary provisions.

The modules of the SDW are finalised as per the requirement in consultation with Principals and HoDs of beneficiary colleges. The modules are Communication Skills, Interview Mantras, Personality Development, teamwork, Motivation, Group Discussions, Resume Writing, Quantitative Aptitude, Logical Reasoning, Time Management, Etiquette and Grooming, Career Planning, etc.

Further, the detailed schedule containing the above information with registration link is prepared and shared with the students. On the day of the workshop, team of trainers (institute Teachers) visits the college and execute the SDW and all the participating students are awarded with participation certificate, which is endorsed by the principal of the beneficiary college.

Evidence of success

In the last seven years, **59 workshops** have been conducted, through which **7,902 students** have benefited. The summary of the workshops conducted in the last Seven years is as follows:

Sr No	A.Y.	Name of College	Number of Participants
1	2016-17	T. C. College	412
2	2016-17	VP College of Biotech, Baramati	180
3	2016-17	Shri Chhatrapati Arts & Commerce College, Bhawaninagar	82
4	2016-17	ITSPM's I-College, Indapur	71
5	2016-17	Namdeorao Suryavanshi- Bedke College Phaltan,	54
6	2016-17	Shankarrao Mohite Mahavidyalaya, Akluj	31
7	2016-17	E. S. Divekar College, Varvand	116
8	2016-17	New Arts, Commerce College, Ahmednagar	495
9	2016-17	Pemraj Sarada College, Ahmednagar	66
10	2016-17	Y. C. College, Karmala	81
11	2016-17	Daund Taluka Arts & Commerce College, Daund	100
12	2017-18	T. C. College	552
13	2017-18	Sharadabai Pawar Mahila Arts, Commerce and Science College, Shardanagar	102
14	2017-18	Shri Chhatrapati Arts & Commerce College,	85

		Bhawaninagar	
15	2017-18	ITSPM's I-College, Indapur	130
16	2017-18	Namdeorao Suryavanshi- Bedke College Phaltan,	306
17	2017-18	Sahakar Maharshi Shankarrao Mohite-Patil Mahavidyalaya, Natepute	62
18	2017-18	Shankarrao Mohite Mahavidyalaya, Akluj	89
19	2017-18	E. S. Divekar College, Varvand	63
20	2018-19	T. C. College	388
21	2018-19	Sharadabai Pawar Mahila Arts, Commerce and Science College, Shardanagar	232
22	2018-19	College of Agriculture & Allied Sciences,, Sharadanagar	55
23	2018-19	Shri Chhatrapati Arts & Commerce College, Bhawaninagar	63
24	2018-19	ITSPM's I-College, Indapur	142
25	2018-19	Namdeorao Suryavanshi- Bedke College Phaltan,	79
26	2018-19	Vishwasrao Ransing College, Kalamb	166
27	2018-19	Shankarrao Mohite Mahavidyalaya, Akluj	30
28	2019-20	T. C. College	710
29	2019-20	Sharadabai Pawar Mahila Arts, Commerce and Science College, Shardanagar	224
30	2019-20	College of Agriculture & Allied Sciences,, Sharadanagar	96
31	2019-20	Shri Chhatrapati Arts & Commerce College, Bhawaninagar	40
32	2019-20	ITSPM's I-College, Indapur	64
33	2019-20	Someshwar Science College, Someshwar	125
34	2019-20	M.S Kakade College, Someshwar	75

35	2019-20	Namdeorao Suryavanshi-Bedke College Phaltan,	46
36	2019-20	Vishwasrao Ransing College, Kalamb	104
37	2019-20	Shankarrao Mohite Mahavidyalaya, Akluj	82
38	2020-21	T. C. College	314
39	2020-21	Sharadabai Pawar Mahila Arts, Commerce and Science College, Shardanagar	113
40	2020-21	ITSPM's I-College, Indapur	57
41	2020-21	M.S Kakade College, Someshwar	76
42	2020-21	Vishwasrao Ransing College, Kalamb	141
43	2020-21	Shankarrao Mohite Mahavidyalaya, Akluj	11
44	2021-22	T. C. College	236
45	2021-22	Sharadabai Pawar Mahila Arts, Commerce and Science College, Shardanagar	25
46	2021-22	College of Agriculture & Allied Sciences,, Shardanagar	55
47	2021-22	Shri Chhatrapati Arts & Commerce College, Bhawaninagar	113
48	2021-22	ITSPM's I-College, Indapur	100
49	2021-22	M.S Kakade College, Someshwar	106
50	2021-22	S P College Lonand	37
51	2021-22	Sahakar Maharshi Shankarrao Mohite-Patil Mahavidyalaya, Natepute	58
52	2021-22	Shankarrao Mohite Mahavidyalaya, Akluj	30
53	2022-23	T. C. College	134
54	2022-23	Sharadabai Pawar Mahila Arts, Commerce and Science College, Shardanagar	111
55	2022-23	Shri Chhatrapati Arts & Commerce College, Bhawaninagar	67

56	2022-23	ITSPM's I-College, Indapur	104
57	2022-23	VP's Science & Commerce College, Indapur	42
58	2022-23	M.S Kakade College, Someshwar	59
59	2022-23	Namdeorao Suryavanshi- Bedke College Phaltan,	115
		Total Beneficiary	7902

The SDW have gained popularity among the students. The Institute has received excellent feedback from students, HoDs, and principals of beneficiary colleges for this distinctive initiative. The Participation Certificate has fetched students a competitive edge in their interview and business acumen. Thus, the Institute has been getting frequent requests from the beneficiary colleges to organise SDW for their students.

NEP 2020 emphasizes Skill Development, whereas the Institute took this initiative way back in AY 2015-16. Time-tested reforms have been incorporated to enrich the quality of skill development workshops to meet the industry requirements. The consistency of this initiative is maintained even during the COVID-19 pandemic through ICT integration. This skill development initiative has been appreciated by the Government of Maharashtra's District Skill Development, Employment and Entrepreneurship Guidance Centre – Pune. The HoDs and Principals consider our Institute a skill development partner for grooming their students. Indeed, the skill development workshops have given us a distinctive identity and put us on the path to realizing our vision and mission.

Key to success: The Institute has consistently invested Rs 1,23,078 for social accountability in the last seven years and promoted the skills among rural graduates. This resulted in enhanced employability and business acumen among the 7,902 rural youth.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

1. The institute is in the process of including the status of **2(f) and 12(b)**; **this** may help get the grants from UGC.
2. The institute has established the **Industrial Mentor Board**, which will be instrumental in fetching consultancy projects from the industry.
3. As per AICTE policy, **BBA and BCA** are coming under the preview of professional domain institute will get an opportunity to integrate vertically the professionalism, enrichment of quality education, best practices and distinctive practices, we are going to **commence**.

Concluding Remarks :

AES's Anekant Institute of Management Studies, Baramati, was established in 2011, guided by a visionary leader; since then, the institute has provided quality professional education to rural youth in and around Baramati Taluka of Pune district in Maharashtra state. Over the past decade, we have witnessed a significant increase in demand for our MBA program, a testament to the professional education and excellent employability support and grooming. The trust and faith of parents and students are clear evidence of the institute's success in transforming lives.

At our institute, we are committed to providing a holistic education environment. As an affiliated institute, we ensure that our curriculum planning and delivery are pragmatic and efficient. We enrich our syllabus by implementing 59 add-on and value-added courses, integrating cross-cutting issues like ethics, gender, and human values. This commitment to holistic education has benefited 61 per cent of our students in the last five years, and more than 50 per cent of our students are engaged in fieldwork through summer internship projects each year, which enhances their practical and analytical skills.

Our MBA program has witnessed a 99 percent enrollment, indicating the increasing popularity and goodwill of the institute. **The best of the best is our institute has become an impulse choice for students to pursue their management studies.**

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :03</p> <p>Remark : As per clarification received from HEI, and excluding those courses are part of the regular university curriculum, thus DVV input is recommended.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>237</td> <td>214</td> <td>104</td> <td>120</td> <td>38</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>22</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and according to the changes done in the above metric, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	237	214	104	120	38	2022-23	2021-22	2020-21	2019-20	2018-19	13	22	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
237	214	104	120	38																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
13	22	0	0	0																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 116</p> <p>Answer after DVV Verification: 103</p> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>																				
2.4.2	<p>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	8	7	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	5	5	4

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
67	70	101	102	72

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67	70	101	102	72

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	98	104	102	82

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
100	107	106	102	82

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

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

1	.5	1.85	2.6	.75
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	.75

Remark : As per clarification received from HEI, and only grants for research projects and endowments in the institution to be considered, thus DVV input is recommended.

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

3.2.2.1. **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	23	2	3	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	01	02	02	02

Remark : As per clarification received from HEI, and Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship only to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	8	13	5	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	07	08	04	00

Remark : As per clarification received from HEI, calender year to be considered and Publication

in the current UGC CARE with ISSN will only be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53	29	16	12	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	2	5	1

Remark : As per clarification received from HEI, and calender year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	16	4	8	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	03	02	08	04

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :09

Remark : As per clarification received from HEI, and according to the copies of MOUs provided, thus DVV input is recommended.

4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year: Answer before DVV Verification : 70 Answer after DVV Verification: 80</p> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>																				
4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="306 788 1046 922"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>34.06133</td> <td>23.11411</td> <td>17.11769</td> <td>27.23718</td> <td>33.20366</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1003 1046 1137"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>1.50</td> <td>2.38</td> <td>1.99</td> <td>5.48</td> <td>27.84</td> </tr> </table> <p>Remark : As per clarification received from HEI, and expenditure incurred on maintenance of physical facilities and academic support facilities only to be considered, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	34.06133	23.11411	17.11769	27.23718	33.20366	2022-23	2021-22	2020-21	2019-20	2018-19	1.50	2.38	1.99	5.48	27.84
2022-23	2021-22	2020-21	2019-20	2018-19																	
34.06133	23.11411	17.11769	27.23718	33.20366																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1.50	2.38	1.99	5.48	27.84																	
5.1.4	<p>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students’ grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : As per clarification received from HEI, thus DVV input is recommended.</p>																				
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
41	56	48	35	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41	56	48	35	36

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53	70	101	102	72

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67	70	101	102	72

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	4	12	11

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and All activities conducted under an event will be considered as an event, thus DVV input is recommended.

6.2.2 Institution implements e-governance in its operations

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. 3 of the above
 Remark : As per clarification received from HEI, and claims for the e-gov in administration is not justified, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	8	7	8

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and financial support of less than 5000 rs per faculty per year, should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	11	11	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	06	11	0	0

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and only FDPs, MDPs, professional development /administrative training programs should be considered, thus DVV input is recommended.

6.5.2

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per clarification received from HEI, thus DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 11 Answer after DVV Verification : 13</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>10</td> <td>11</td> <td>11</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>10</td> <td>11</td> <td>11</td> <td>12</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	9	10	11	11	11	2022-23	2021-22	2020-21	2019-20	2018-19	9	10	11	11	12
2022-23	2021-22	2020-21	2019-20	2018-19																	
9	10	11	11	11																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
9	10	11	11	12																	