SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

ZEAL INSTITUTE OF MANAGEMENT AND COMPUTER APPLICATION

S. NO 39, DHAYARI ROAD, NARHE, PUNE, MAHARASHTRA, INDIA-411041
411041
www.zimca.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

ZIMCA is one of the finest centers of management education excellence under the umbrella of the Zeal Education Society and versatile leadership of Hon. Shri. S.M. Katkar (Founder Director, ZES Pune) and Transformational leadership of Mr. Jayesh Katkar (Secretary, ZES Pune) Approved by AICTE, New Delhi, Recognized by DTE Government of Maharashtra and affiliated to Savitribai Phule Pune University with an intake of 120 students.

Since its establishment it 2009, ZIMCA, relentlessly working towards the path of excellence through its dynamic teaching-learning methodology.

ZIMCA is a student-centric participative and democratic management institute with an intensive focus to equip our students with a complete set of competencies both depth and breadth of knowledge, updated trends and analytical framework of courses beyond the curriculum.

Throughout the course of the MBA program, the emphasis is placed on improving the employability quotient of young graduates, learners by developing business acumen and managerial competencies inclusivity ethics, principles and values-based management creating competent business managers.

We, supplementing routine classroom teaching, with training and guidance from industry experts and academicians in order to make the students be well-rounded individuals. We give our students that extra edge' through continuous interaction with entrepreneurs, practicing managers and academic experts and periodic exposure to business organizations, surveys. Interaction with all these experts will not only elevate or thinking level but will also enable a cross-fertilization of ideas and exchanges.

Vision

To be recognized as student-centric institute through value-based quality education

Mission

Emerge as a remarkable facilitator for enhancing employability quotient of young graduates through business management education, which eventually contributes decisively to sustainable economic growth

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Institute has strong ethos OCTAPAC culture.
2. Blended and Hybrid Teaching Pedagogy.
3. Student-centric function with mentoring, counselling through teachers & effective academic monitoring.

4. Safe, secured, SATID (Smoking, Alcohol, Tobacco, Illegal Drugs) free, green & ecological campus.
5. Flagship Program at national-level
6. Entrepreneurship Development Cell
7. Transparent & Value based governance Industry-Institute interaction

Institutional Weakness

1. Alumnae Connect.
2. The education level of Learner from different demography.

Institutional Opportunity

1. International Linkages.
2. More connect & partnership with local ecology- those in private, nonprofit, and public sector
3. Consultancy in collaboration with national agencies
4. Approach to Funding agencies
5. Continuing education for intellectual enrichment
6. Even though on-campus placement record is consistent, there is enormous scope for achieving higher placement all together (Branding & Positioning)

Institutional Challenge

1. Risk of losing prominent faculty & staff
2. Growing competition
3. To strengthen the alumnae network worldwide
4. Funding projects from industry

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

ZIMCA is affiliated to one of the premier universities in India, Savitribai Phule Pune University (SPPU) (Formerly: University of Pune). SPPU has defined the teaching-learning framework and contains the same. The Institute starts with the planning of teaching-learning with considering the norms and rules articulated by SPPU. The Academic/Programme coordinator prepares the Academic Calendar and helps Class coordinators to prepare teaching-learning time-table for student and faculty. The Time-table also allocates the Infrastructure and faculty details for the proper coordination and avoidance of conflict of faculty engagement, infrastructure, and/or slots available in a day.

Respective course teachers prepare course files for an assigned course, teaching plan and CIE/CCE plan and get it approved from Academic Coordinator and Director respectively. The institute believes in student-centric education system, hence runs massive student-centric activities and strategies like Induction, MBA awareness programme etc.

The institute has developed adequate Infrastructure and learning resources as per AICTE norms for the conduction of Curricular, co-curricular, and extra-curricular activities within the campus. Along with physical infrastructure, the institute also has developed smart ICT facilities to aid the curricular, co-curricular, and extra-curricular activities, with well-equipped and knowledge-rich Library.

The Governance of the institute is developed in a strategic structure which helps the institute to bring effectiveness and efficiency in the institute's goals achievement. Where, the Director receives the suggestions from Governing Body, College Development Committee, and IQAC time-to-time

The institute aims towards holistic development of learner through the value-based education system, and hence address the cross-cutting issues like gender sensitivity, Environmental and sustainability, human values and professional ethics etc. Where SPPU also has introduced various subjects and topic which directly/indirectly address the cross-cutting issues in the society. Hence, Value-added events are planned and conducted.

The institute takes significant efforts to satisfy the needs and expectations. The Institute has developed the Feedback mechanism, to understand the needs and expectations of the stakeholders. The feedback analysis used as input for SWOC analysis and SMART goal setting for the institute which are also matching with the institute's Vision and Mission. The institute collects, student, parent, employer, management, and faculty feedback through various platforms.

Teaching-learning and Evaluation

Institutes admission process is under the purview of the Centralized Admission Process (CAP) conducted by the Government of Maharashtra. All the seats including Institute level seats are filled through CAP ensuring transparency in the admission process. The admission process ensures the inclusion of students from all types of categories as per policy laid down by the Government of Maharashtra.

The institute has an appropriate mechanism to assess the learning level and phycology of the students through the test tools like Enneagram test, psychometric test, etc. This facilitates designing the individual development plan of the student. Accordingly Course faculty design and customize his or her teaching andragogy to enhance student learning experiences keeping in mind that andragogy should be student-centric. Faculty assessed students' learning methods like the degrees of VAK (Visual – Auditory – Kinases) and so use hybrid teaching methods with the usage of ICT facilities in the Institute. Institute ensures equal opportunity of learning for all and so takes care of Divyangjan needs appropriately.

Institute has a robust Guardian faculty mentoring mechanism, through which institute ensures student success in all endeavors. Mentor act as a personal counselor for the Mentee to give solutions for all kind of personal as well as academic issues. The institute's intellectual capital is progressive in nature and so enthusiastic to revamp their knowledge and competency in their service delivery to enhance student learning experience.

The institute has robust and transparent evaluation processes which are a combination of formative and summative assessment Formative evaluation is carried out in Institute. In Formative assessment, the Institute adopts various concurrent evaluation parameters given in the SPPU curriculum for continuous monitoring and assessment of students' progression during a course; it is followed by the summative evaluation carried out by SPPU.

The institute is committed to provide outcome-based education through the defined teaching-learning

framework given by SPPU. The OBE advocates Course Outcomes (COs) which directly/indirectly enrich the Programme Outcomes (POs). The attainment of Course Outcomes (COs) is measured using both direct and indirect methods. The evaluated COs attainment, in turn, helps to arrive at the attainment of POs and PSOs.

Research, Innovations and Extension

The Institute inculcates the 'research and innovation culture' among the students and faculties through its research & Incubation cell. The well-defined policy for promoting research culture in terms of Research mentoring, monitoring and guiding is provided. In infrastructural facilities space as well as equipment like digital library and required software is provided by the institute to encourage faculty and students to undertake their research work and publish it in reputed journals, which is proved when recently institute received the appreciation from Vice-Chancellor of SPPU for inculcating research attitude in students for publishing 18 research papers in UGC-listed Journals which are in faculty-student collaboration. The Institute also facilitates adequate resources like experienced faculty members, library, e-journals, journals, online resources, magazines, and ICT support for research activities. ZIMCA has stated its code of ethics to plaid malpractices and plagiarism in research work. The Faculties, to upgrade the teaching and research acumen, enroll themselves in various FDPs and workshops of IIT-IIM-level and other reputed venues which are often funded by the institute as per research policy.

The institute imparts creativity and innovation through 'Start-up and Incubation Cell' (ED Cell) for the creation and transfer of knowledge, which allows students to explore creative avenues for start-ups. The Institute recognizes the successful alumni entrepreneurs by presenting 'Audacious Alumni' and 'Successful Woman in Management (SWIM)' award. Initiatives like inviting successful first-gen entrepreneurs in the Campus for sharing their success stories under 'Yes You Can' Series.

 To make proper usage of the faculty's expertise and the specific knowledge, the Institute aids faculties for various research activities to promote research inquisitiveness. The Institute also motivates the faculty to undertake the Consultancy in their expertise. Where, the institute takes initiative to strengthen the Industry relations with various MoUs and LOIs.

The Institute has the 'LEAP' program to address cross-cutting issues. The institute engages students in activities for developing sensitivities towards community issues, and to inculcate values and commitment towards society. Activities like, blood donation camps, Tree plantation drives, etc. are conducted which integrates with curricula as extended opportunities, intended to help, serve, reflect and learn.

Infrastructure and Learning Resources

The Institute is equipped with all the necessary infrastructure which contributes to the effective ambiance for curricular, co-curricular, and extra-curricular activities. The infrastructure is fully supported with ICT facilities where the Classrooms, seminar hall, the tutorial room is equipped with facilities required to teaching-learning. The Institute also having ICT enabled surveillance (CCTV) and Wi-Fi facilities.

The institute takes initiative to provide advanced infrastructural facilities hence, the Infrastructural development and maintenance are carried out time-to-time. The Institute allocates an appropriate budget for the development and maintenance of the available facilities as and when required. The institute believes in a conducive work environment hence, provided with all necessary facilities like potable water system, lift, common rooms, sick

room, canteen, Gym, Yoga Center, etc. The institute also takes care of Divyangjan, with all the necessary arrangements. Where the institute has established Dance-Music Studio, Photography, Recording studio under Cultural Center to nurture the holistic development of faculty and students.

To provide proper knowledge resources, the Institute has developed a comprehensive knowledge resource center in the Library. The Library is fully equipped with all required conventional and modern-age learning resources like reference books, self-help material, Book bank and special reports to aid learning. The extended digital version of the library has various online databases like e-books, e-journals, like Shodhganga, EBSCO, J-Gate, Springer, supported with National Digital Library subscriptions. The institute also enabled with e-access to the students through robust LMS, where the institute has Auto-Lib software to facilitate to prepare various reports like library accession, utilization, and maintenance.

The institute allocates adequate budget for the development of the library where the development of the Library is supported with strategic development for better knowledge support. The Budget is utilized for the purchase of books, e-databases, and infrastructural development time-to-time. The Library also celebrates various events like Vachan-Prerna Diwas in the honor of Dr. APJ Abdul Kalam.

All the conduct, activities and functions of the institute are fully supported with ICT with proper ICT infrastructure. The adequate, upgraded bandwidth through the lease line is assigned to the ICT infrastructure of the Institute.

Student Support and Progression

The Institute's admin section ensures that the eligible students get the financial support from the Government on time. The institute also provides scholarships to needy candidates. The Institute endeavor to enhance employability competency and holistic development of the student through various relevant activities like Academic training, internship, career mentoring, etc.

The institute's training and placement cell is driven by the student, for the student. The Institute strives consistently to made incremental progress in the Placement record. The institute committed to enhancing employability quotient either for the job seeker or for job giver, in that line institute has functional Entrepreneur Development Cell (ED Cell) which encourages and inculcate entrepreneurial spirits in students through the activities such as sessions by experienced entrepreneurs, Entrepreneurial events, Incubators, co-working space, etc.

The institute has established 'Lakshya Academy' to guide a student on various competitive exams as per their area of interest and also, through GFM encourage students for higher studies.

The Institute has, Grievance redressal Committee, Anti-Ragging Committee, student complaint redressal committee and internal complaint committee which is sensitive towards the student's need and helps in maintaining discipline and addressing challenges faced by the students.

The Institute established a Student council to give balanced participation to the student's fraternity to pitch their voices. The institute reserves student representation in various cells and bodies like College Development Committee, Internal Quality Assurance Cell, Research, and Incubation Cell, Entrepreneurship Development Cell, Grievance Cell, Internal complaint committee, Training, and placement cell, sports, Cultural, etc. and exhibits participative management. The student council organizes or helps to organize

various activities and events under the guidance of faculty at national/international levels aligning with their program outcome.

The institute organizes various curricular, co-curricular and extracurricular activities by keeping in mind social, cultural, physical, constitutional, recreational, sensitive aspects and encourage students for participation and involvement.

The institute strives to strengthen the Alumni connect through its Alumni cell and registered Alumni Association to reinforce community. This Alumni cell and Alumni association actively participate in the planning of meetings and Alumni Events as well as make a valuable contribution to the Institute.

Governance, Leadership and Management

The institute practices participative management in a decentralized way in the continuum as extreme is an ideal situation. The institute has a well-defined internal governance structure that helps in effective academic, administration and other activities. It has a governance structure that is headed by the Board of Trustees with Chairman at the helm of affairs with the Governing Body and College Development Committee giving key inputs. Executive Director and Director of the institute responsible for smooth operations of the institute.

The involvement and participation of all stakeholders in a way of feedback analysis mechanism is the cornerstone for designing and deploying a strategic plan of the institute. The Institute designed, drafted and stated ISO, Quality Manual and accordingly implemented the quality management system in a pre-defined approved and controlled ISO formats. Institute has a well-structured organogram that reflects the escalation matrix. Several bodies are formed to review the effectiveness of the activities carried out in the campus and Key Responsibility Areas are designed and faculty and staff deputed to oversee the functioning of these activities. The performance appraisal system is in place and followed for annual appraisals which are based on KRA-KPI and 360-degree feedback. The Institute has IQAC to assure maintenance and sustenance of the quality in the Institute which validates through its ISO 21001: 2018 certification.

The institute practices OCTAPAC and has clan dominant culture which itself call for effective welfare measures for teaching and non-teaching staff which comprises statutory welfare measures as well as extended welfare measures, that reflects in staff retention ratio of the Institute. The institute promotes agility and so encourage faculty for their professional development.

As the institute is ISO 21001:2018 certified, comply with international standards in terms of transparency in all its affairs which ensures academic and administrative audits. Through an external financial audit ensures transparency in financial affairs. Institute ensures judicial usage of available resources.

Institutional Values and Best Practices

To in tune with institutes, vision and mission which is student-centric among the foremost best practices in the institute are

- Derived Performance Goal –Setting techniques – The strategic goal of the institute is the derivative of

the stakeholder feedback mechanism with the ultimate aim is the satisfaction of all stakeholders through our academic excellence delivery.

- Experiential learning as teaching andragogy – To focus on the enhancement of employability quotient of our student, creative teaching andragogy is a centerpiece of ZIMCA which instill critical skills, analytical skills and problem-solving skill in students through experiential education. Experiential education first immerses the student in an experience and then encourages reflection about the experience which advances outcome-based learning specifically focused on employability skills.
- Pre-placement finishing sessions – ZIMCA believes in solutions, not excuses so, to make our students competitively at par and industry-ready, institute practices Pre-placement finishing sessions, which act as an instrument in transcend from program degree into a career. The institute has its own unique model 70-20-10 – Right mix employability competency enhancement model. Where, 70- for professional competency, 20 – global business language, 10 – for career counseling.

The institute has a conducive teaching-learning, research environment with 'OCTAPAC' and clan dominant culture, which facilitates institute to create employable management graduates who will be able to transform the business landscape for sustainable economic growth.

The institute has committed to adopting environment-friendly policies that also align with **UN-17** goals, with regards to tree plantation, waste management, use of renewable solar energy resources, water harvesting and E-resources which limits the usage of paper. Exhibits through our eco-friendly green and clean campus.

Institute ensures equal opportunity for all and so takes care of Divyangjan needs. Institute organizes various events based on social, cultural, constitutional and sensitive issues like on gender equity, TEDxZIMCA, Ganeshotsav, Garba Nights, Janmashtami, Republic Day, Constitutional Day, Independence Day, Yoga Day, Women's Day, Teachers Day, etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ZEAL INSTITUTE OF MANAGEMENT AND COMPUTER APPLICATION
Address	S. No 39, Dhayari Road, Narhe, Pune, Maharashtra, India-411041
City	Pune
State	Maharashtra
Pin	411041
Website	www.zimca.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director(in-charge)	Indu Vinay Sharma	020-67206042	9970133672	020-67206101	zeal.zimca@gmail.com
IQAC / CIQA coordinator	Abhijit Khurape	020-67206041	9970133672	-	abhijit.khurape@zealeducation.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	15-06-2009

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	Savitribai Phule Pune University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	[View Document](#)	24-04-2019	12	EOA is approved for One Academic Year

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	S. No 39, Dhayari Road, Narhe, Pune, Maharashtra, India-411041	Rural	10.4	3456

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	Graduation	English	120	50

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				2				9
Recruited	0	0	0	0	0	2	0	2	6	0	0	6
Yet to Recruit				1				0				3
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				3
Recruited	0	0	0	0	0	0	0	0	1	2	0	3
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				7
Recruited	4	3	0	7
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	5	0	0	5

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	2	0	3

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	0	0	1

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	25	0	0	0	25
	Female	25	0	0	0	25
	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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	7	10	0	0
	Female	3	3	0	0
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	5	8	0	0
	Female	3	5	0	0
	Others	0	0	0	0
General	Male	13	31	0	0
	Female	8	39	0	0
	Others	0	0	0	0
Others	Male	4	10	0	0
	Female	6	2	0	0
	Others	0	0	0	0
Total		50	108	0	0

Extended Profile

1 Program

1.1

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

Response: 480

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

1.2

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

2 Students

2.1

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
198	161	125	151	140

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
120	120	120	120	120

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
90	48	60	83	46

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

3 Teachers

3.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	12	16	16	16

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

3.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	12	16	16	16

File Description	Document
Institutional data in prescribed format	[View Document](#)

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 5

4.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
137.10	116.35	72.56	87.12	66.43

4.3

Number of computers

Response: 80

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institute is affiliated to one of the premier universities in India, Savitribai Phule Pune University (SPPU-Formerly known University of Pune) and approved by AICTE. As an affiliated Institute executes with SPPU prescribed curriculum syllabus, which university revises after every three years. The Curriculum is displayed on SPPU as well as Institute web portal.

Academic Coordinator executes the curriculum with the help of other teaching and Non-Teaching faculty support. The Syllabus structure and the Yearly Academic Calendar is received from SPPU. The Academic Coordinator prepares the Institute's Academic Calendar, which is a blueprint for the year to conduct various curricular, co-curricular and extra-curricular activities and development programs on the campus.

Faculty prepares a course file with all plans and delivery material for an assigned subject, as per SPPU course structure and contents, the faculty. The Course and program objectives are the inclusive part of the course syllabus. The faculty gives course material, assignments, and case studies for practice and development to the students.

The institute has developed ample ICT facilities on the campus, including, Computers, Internet connectivity for all devices, Wi-Fi campus, ERP, projectors, digital drives (google Drives) and Library, Smart Classroom etc. The impressive implementation of ICT helps to practice innovative and interactive Teaching-learning processes, which makes knowledge process very expressive, cognitive and stimulating, this exhibits the student-centric Teaching-Learning environment and encouragement for the experiential and participative learning. The faculty members practice role-plays, case studies, presentations, GDs, SIPs, assignments etc. to enhance the learning experience.

The institute ensures effective curriculum delivery through massive classroom teaching-learning techniques supported by LEAP (Learn-Empower-Adopt-Perform) Program, guest-sessions, in-house as well as outbound seminars, workshops, conferences, industry-connect programs etc. with the intention to aware students about current industry trends and requirements. The Classroom training also complimented with strategically planned Co-curricular, Extra-Curricular and value-added activities. To improve student's competency and readiness for industry or to become an entrepreneur the institute organizes soft-skills, Value-added training programs and encourages students to preceive professional training programs like Tally, SAP and more.

The Director receives suggestions from Governing Body (GB), Institute Development Committee (IDC) Industry-Connect Committee (ICC), Internal Quality Assurance Cell (IQAC), and other stakeholders to improvise the quality of Institute and its brand value.

The Academic Coordinator monitors the syllabus coverage periodically and schedules extra lectures if

necessary. The class teacher and GFM monitor the attendance of students periodically and display it on Notice Boards for students.

The Exam committee communicates the schedule well in advance through displays on notice-board and digital communication media. The Exam committee displays the marks of the examinations on notice board and feedback prepares for the students and discussed with students for improvements. The Class-Teacher analyze results and plans the conduct remedial/capsule classes for the students. The exam committee maintains all the exam records for the exams.

The Institute collects, analyses and take proper action to implement feedback of stakeholders, based on the institute improvise the education quality. In-nutshell Institute documented and communicate all its curriculum delivery procedure.

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

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

Response: 3

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

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

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

Response: 97.22

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	2	0	0

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

1.2 Academic Flexibility

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

Response: 100

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

Response: 130

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

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

Response: 100

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

Response: 1

File Description	Document
Name of the programs in which CBCS is implemented	[View Document](#)
Minutes of relevant Academic Council/BOS meetings.	[View Document](#)
Any additional information	[View Document](#)

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

Response: 2.12

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	0	0	0	0

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

1.3 Curriculum Enrichment

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

Response:

SPPU designed the curriculum integrated with various courses with the focus to address Cross-cutting issues relevant to Gender, Environment and sustainability, Human values and professional ethics. In addition to this institute takes more efforts to enrich the students to address student knowledge requirements as follow.

1. **Issues related to Gender:** The Institute understands the need to address Gender-related issues and organizes various events under the umbrella ZES, like-wise 'Yes U Can' the motivational and knowledge-oriented series. Adv. Ujwal Nikam on Sexual Harassment, TEDxZIMCA to focus on various issues on sensitivity like Gender, acid attack survived, and other persons who debunked in their life and achieved apex success in the life e.g. Dr Meeran Chadha Borwankar, Ms Shilpa

Agrawal, Ms Anuradha Prabhudesai, Patricia Narayan, and Anmol Rodriguez addressed the gathering on the gender-sensitive issues. The SPPU syllabus more focuses on Sensitization to Cross-Functional skills, Cross-Cultural skills, Global perspectives, etc. to aware students of various sensitive issues.

2. **Issues related to Environment and Sustainability:** SPPU curriculum itself enriched with the topics related to Environment and Sustainability, Like:

   1. **Environment:** SPPU thinks about the overall development of all the aspects of society and introduced subjects under Rural & Agribusiness Management specialization.
   2. **Sustainability:** With the intention to develop sustainability in students, SPPU included different courses at a different level like Economic Analysis for Business Decisions, Managing for Sustainability, Strategic Management, and more. The objectives of the MBA program also include the concept of effective leadership, strong ethical values, pivotal role in Indian Economy and Society, dynamic socio-economic and business ecosystem, harnessing entrepreneurial approach and skill set advances the sustainability.

3. **Human Values and Professional Ethics:** SPPU syllabus includes additional credit courses on human values and professional ethics like Human Rights-I and II, Personality development Lab, Cyber Security. Also, these courses advocate the inculcation of a strong understanding of professional ethics and ethos including, tolerance, peace, and harmony in the society. These courses contributing factors to develop students and enable them to sustain in global competitive environment. In addition to this, Institute organizes various activities like management philosophy Leader's sessions management days, etc. organized for the students. To give spiritual enlightenment in terms of leadership programe through ISKON and Art of Living sessions has been organized

Along with all above, Institute also promotes various global activities and mission like UN-17 for 2030, these goals are focusing on world-wide sensitive issues like no poverty, zero hunger, pure water to drink, good health and well-being, quality education, gender equality, empower women and child education, and peace justice and strong institution. IN addition to this Zeal Education Society organizes the events like women's self-protection, Yes U Can Motivation series to develop student awareness about current social issues and trends.

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

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

Response: 3

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

Response: 00

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)
Brochure or any other document relating to value added courses.	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 46.46

1.3.3.1 Number of students undertaking field projects or internships

Response: 92

File Description	Document
List of students enrolled	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise

Response: A.Any 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

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

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

File Description	Document
Any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	2	1	1

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 74.67

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

2018-19	2017-18	2016-17	2015-16	2014-15
108	113	65	68	94

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

2018-19	2017-18	2016-17	2015-16	2014-15
120	120	120	120	120

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

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

Response: 33

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

2018-19	2017-18	2016-17	2015-16	2014-15
37	47	32	34	48

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The Institute provides equal opportunity for quality education to a student who belongs to different and diversified backgrounds, which help to enrich them to be competent management professionals. The Institute assesses the learning levels of students on the basis of various evaluation tools such as graduation courses, past academic performance, Entrance Exam score, psychometric assessment etc. The objective of these tools is to know the students grasping capacity and learning potential. Based on these assessments, the institute prepares Individual Development Program (IDP) for students with respect to their learning level.

The Induction Programme: An induction program orient about the institute, its ethics, value system, vision, and mission, code of conduct as well the various career paths available for the students for their future. During Induction Programme the various tests like psychometric, Ennegram exploits to guage the ability of the students for further references for faculty/ GFM/ course teacher / Academic coordinator and Director, which assists them to map student ability with industrial expectations and employability skills level.

Guardian-Faculty Member: At the beginning of the programme the student has to fill the Mentee Profile and submit the same to Guardian-Faculty Member (GFM). The respective GFM analysis the individual Mentee assigned and mark the student with learning abilities on the basis of Mentee profile information. Mentor act as a personal councellor for the Mentee to give solutions for all kind of personal as well as academic issues. This counselling generally in-personal, informal, and one-to-one setting in Institutional premises.

Assessment by Course Teacher: The Course teachers assess the abilities of the student through the evaluation tools. The result outcome of employed evaluation tools indicate course teacher customisation of his/her teaching andragogy to match the learning level of the student. This customized teaching androgogy comprises continuous internal evaluation (CIE) to enhance student learning. Course teacher also design improvement solutions for the student before final examinations.

Psychometric Assessment: The psychoetric assessment of the student conducted by the institute at intial stage provides good understanding of the psychology of the student which helps in their grooming.

The programs and activities conducted for advanced and slow student, which is focusing on the further development of students by the Institute are as follows:

- Bridge Classes / Orientation Program
- Expert Sessions related to current trends
- Case Study/ Field Work/Research Work/Projects/ Industrial Visits
- Group Discussions
- Course-wise Additional Input beyond Curriculum
- Vocational Certification Programs
- Competitive Exams Guidance and Career Guidance
- Start-up and Incubation Cell activities
- Professional Body: like NIPM Chapter activities
- Alumni Cell Activities
- Communication Classes
- Guardian Faculty Member
- Remedial Classes / Capsule Classes
- Resolving Queries/issues

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 33:2

File Description	Document
Any additional information	[View Document](#)

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

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

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The institute advocates andragogy approach in teaching-learning to cater to the holistic development of the student. The andragogy approach basically is known for nurturing and fostering six major attributes in the student, 1) knowledge orientation 2) self-direction 3) experiential learning 4) ready for industry, 5) acute interest and 6)always motivated.

The student-centric methods used by the Institute make education relevant. Faculty identifying student's learning methodology i.e. the degrees of VAK (Visual, Auditory, Kinesis) for customizing their andragogy.

Student Centric Methods used by the Institute includes the following:

Experiential-Learning: Faculty members teach concepts of various courses and provide students with an opportunity to understand its applications through experiential learning. Experiential-learning comprises industrial visits, summer internship projects, case studies, simulations, and immersive field visits.

SIP & Dissertation: As per the curriculum, every student has to undergo the Summer Internship Project (SIP) of eight weeks after the second semester (during summer vacation). SIP is an operational project consists of work by the student on a given task or assignment in an organization or industry. It may be a research project based on primary and/or secondary data. The learning outcomes and utility to the organization specifically are highlighted in project work. SIP gives industry exposure and new horizon for experiential learning and the opportunity to practice and test knowledge and skills which students have learnt in the teaching-learning sessions.

In the dissertation, the student submits his/her work either on an application-based problem-solving or desk research under the supervision of a faculty guide. A dissertation requires a high degree of involvement of the student, which leads to experiential learning and problem-solving attitude. The dissertation outlines the entire problem, including a review of the literature and the results obtained along with their solutions. The dissertation helps to kindle practitioner attitude in students through the work process.

Industrial Visits: Industrial visit is to provide real-time exposure to students about the working environment in the industry. The objective of Industrial Visit is to bridge the gap between classroom theoretical concepts and practical applications of the same in industry. During industry visit, students explore different functions of the insudtry as well as avenues for their career like marketing, finance, human resource management etc. Through Industrial visits student get the real perspective of the different

sectors.

Participative Learning: All faculty members are encouraged students to participate in various curricular activities like a case study, seminar – presentations etc. Co-curricular activities like workshop, guest lectures, conferences etc. Extracurricular activities like games, fun-events, CSR, celebrations etc. Students get exposure to team-building, leadership skills, negotiation skills, etc. and inclucate temmate ability.

Problem-Solving Methodologies: Catering to critical-thinking, creativity and problem-solving skills required by the corporate world many activities are undertaken to acquaint the students with real issues of the business. The student should learn to identify problems and use innovative thinking to solve problems faced by business organizations. Such activities include - Case Analysis and Discussions, Scenario Analysis, Brain Teasers, Research Projects etc.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 12

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

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

Response: 33:2

2.3.3.1 Number of mentors

Response: 12

File Description	Document
Any additional information	[View Document](#)

2.3.4 Innovation and creativity in teaching-learning

Response:

The Institute aims to develop a holistic personality of students to enhance their employability and entrepreneurship skills. The faculty adopts uses creative and innovative teaching-learning andragogy to impart outcome-based education and enhance student's interest and retention. Faculty identifies the student's learning approach (VAK, V-Visual; A-Auditory; K-Kinesis) and accordingly design their respective teaching andragogy. Our faculty believes and practices a design-thinking approach for delivering the curriculum.

Activity-Based Teaching-Learning: The course teacher adopt an activity-based teaching-learning approach to encourage the student for self-learning. The activity-based teaching-learning is more of Kinesis in nature, which also contributes to meta-cognition learning. The activity-based learning comprises- Group Discussion, Role Plays, Presentations, Field Work, Group Exercises, Quiz, Industrial Visits, Research Work, Projects, etc. It is used in many courses like Business Communication Lab, Personality Development Lab, Training and Development Lab, etc. It generates a synergetic approach of knowledge acquisition, nurturing, collaboration and teamwork. Activity-based learning contributes highly to experiential learning

Flipped Classroom: is an instructional strategy. It shifted activities from traditional classwork to homework through online lectures and by exploring resolve their inquisitiveness about the concept in the classroom with the course teacher.

Simulation-based learning: the course teacher adopts a constructive model of learning in a way simulation In which, the student experience a real work environment in simplified simulated settings. This model is used to make a student understand complex topics as well as sometimes to create empathy.

Entrepreneurship Development Activities: The institute advocates and work hand-in-hand with the Honorable Prime Minister Narendra Modi Government vision Make-In-India and also contributes to give more job givers to the society, through our actively functional Startup and Incubation Cell In this cell students learn from A-to-Z of business eco-system and eventually become competent to contribute in Nation's GDP. To generate interest among students about entrepreneurship we adopt creative and innovative activities such as new idea generation competition, business tycoon games, etc.

ICT Enabled Teaching-Learning Process: The Institute is fully equipped with ICT facilities that facilitate the faculty members, integration of ICT with their teaching andragogy which makes their course delivery more interesting as well as updated wit the usage of ICT.

Case-lets/Studies: To enhance critical thinking, analytical thinking and evaluating skills in students, the course teacher conducts case studies sessions specifically on their specialization.

The institute promotes the culture of innovation and creativity this reflects from its performance appraisal parameter also. A very apt linkage with the appraisal system in the institute encourages faculty for innovation and gives recognition for the same.

File Description	Document
Any additional information	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

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

Response: 14.58

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

2018-19	2017-18	2016-17	2015-16	2014-15
02	03	02	02	01

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 9.25

2.4.3.1 Total experience of full-time teachers

Response: 111

File Description	Document
Any additional information	View Document

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

Response: 20.83

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	0	0

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

2.5 Evaluation Process and Reforms

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

Response:

The institute is affiliated to SPPU. The Institute is obliged to follow and fulfill the norms and procedures established by the SPPU but at the same time gets freedom to choose their CIE. The continuous internal evaluation is in the semester system (also known as internal assessment/comprehensive assessment) is spread through the duration of the course and is done by the course teacher.

The Continuous Internal Evaluation (CIE) outcome is the reflection of the adopted teaching-learning process. act as an indicator of teaching-learning customization. The Course Teacher gets autonomy to design their CIE in a given framework for appropriate evaluation. The course teacher adopt several mixes and match combinations of given evaluation tools

CIE components are designed in such a way that the faculty can monitor the learning & development and intervene wherever required. The faculty must share the outcome of each CIE component with the student, soon after the evaluation, and guide the student for betterment.

Basket for CIE:

1. Case Study / Caselet / Situation Analysis – (Group Activity or Individual Activity)

2. Class Test

3. Open Book Test

4. Field Visit / Study tour and report of the same

5. Small-Group Project & Internal Viva-Voce

6. Learning Diary

7. Scrap Book

8. Group Discussion

9. Role Play / Story Telling

10. Individual Term Paper / Thematic Presentation

11. Written Home Assignment

12. Industry Analysis – (Group Activity or Individual Activity)

13. Literature Review / Book Review

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

15. In-depth Viva

16. Quiz

17. Student-Driven Activities

18. Newspaper reading

Process of CIE:

1. There shall be a minimum of three CIE components per full credit course
2. Five CIE components for each half-credit course.
3. Each component shall ordinarily be of 10 marks.
4. The Institute shall, however, have the liberty to conduct additional components (beyond three/five). However, the total outcome shall be scaled down to 30/50 marks for full credit and half-credit courses respectively.
5. Marks for the CIE must be communicated to the University as per the schedule declared by the University.
6. The detailed record of the CIE shall be maintained by the Institute.
7. The same shall be made available to the University, on-demand.

Safeguards for Credibility of CIE: The following practices are encouraged to enhance transparency and authenticity of CIE:

1. Involving faculty members from other management institutes.
2. Setting multiple question paper sets and choosing the final question paper in a random manner.
3. One of the internal faculty members (other than the course teacher) acting as jury during activity-based evaluations.
4. Involvement of Industry expert in evaluating projects.
5. Involvement of alumni in evaluating presentations, role plays, etc.
6. 100% moderation of answer sheets, in exceptional cases.

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

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

Response:

The institute keeps transparency in all its processes and conducts with that line also certified with ISO 21001:2018 (EOMS). ISO certification objective is quality and transparency and that makes our process robust in terms of transparency.

The Institute advocate and rigorously implement the transparency in Internal Assessment Mechanism for the justified evaluation.

The institute has the for-sure benefit of having a robust CIE mechanism given by SPPU which is

recognized by expertise in the same fraternity. The Institute within the given framework and choices for internal assessment adopt an appropriate mix-n-match combination of evaluation tools in a defined frequency and variety.

Basic eligibility for the evaluation process is made known to students through university websites, notice boards, and class counseling. Institute notifies evaluation process and related documentation on the notice board as well as on institute website. This includes the distribution of marks and a schedule of internal evaluation and university evaluation. Institute also notifies the criteria for allocation of term work marks through notices and class counseling.

The CIE components are designed in such a way that the faculty can monitor student's progress time-to-time, discuss deviations with the student for constructive solution building for the betterment of the student.

The institute's extended contribution to make CIE mechanism more robust for our own student hs developed the Guardian Faculty Member mechanism, where the mentor-mentee relations have been established. The mentor (Guardian Faculty) has to discuss, various personal/professional issues of the mentee at the individual-level, where the results of various examinations, assessments, competition are discussed and the success or failure of the mentee is being analyzed for future betterment.

The Continuous Internal Evaluation (CIE) has been kept open by the course teacher where the student can approach that respective course teacher at any time and discuss the difficulties and/or understanding issues regarding any topic related to the academic.

The institute also calls teacher-parent meet, to discuss the progress of respective pupils. Where the student's parent directly interacts with the student's mentor and discusses various aspects and development.

Along with with Continuous Internal Evaluation, the institute plan periodic examinations, where, For CIE', the Institute uses 3 components of 10 marks each for Full Credit Course and 5 components of 10 marks each for Half Credit Course.

One of the components for the Full Credit Course is the Term End Examination which is conducted at the end of the semester. The results of term-end exams are displayed on the notice board and the remedial/capsule classes planned accordingly.

Both Summer Internship Project and Dissertation are evaluated internally by Institute where the internal evaluators are invited from other management institutes and externally by University appointed expert panel for viva-voce. For their internal evaluation, 50% marks are given by the guide and 50% marks are given by internally appointed expert panel while viva-voce conduction to make it robust and transparent.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

SPPU developed the mechanism to address the grievances related to Examinations. The biggest strength of this mechanism is transparency in the evaluation process and this mechanism provides the massive platform to redressal the grievances raised by students. The student can raise their concern with the institute's support.

SPPU process: The institute has appoints a senior faculty as College Examination Officer (CEO), who handles overall examination processes and functions. The institute informs the CEO details to SPPU for further communication and processes. The CEO appoints an Institute-level Examination Committee with the prior consent of the Director to undertake all the examination related processes and functions. The aggrieved learner submits the grievance to CEO/Examination Committee to process with the same. The mechanism to deal with examination related grievances is as follow:

1. **The Mechanism for Redressal of Grievance regarding External Evaluation by the University:**
   1. **Before examination Grievances: I**f, there is a non-receipt of Hall Ticket, or wrong entries in the same: These Grievances are directly reported to the CEO, the CEO reports to the SPPU examination department and get it corrected on the priority.

1. **During Examination:**
   1. **Online Examination:** In the Online examination the student may face issues like system log-in issue, ambiguity in questions as given options are not correct, missing data, or repeated questions/answers etc. (In this case, the question can be marked as *"Invalid Question").* Once, the student reports the grievance to the supervisor/technician, concern person takes immediate action to resolve the issue. If the issue is at SPPU server/examination department. The CEO reports the same to SPPU and gets it to resolve as per the Grievance severity.
   2. **Theory Examination:** The theory examination grievances must address immediately. The hotline telephonic support is always provided by SPPU to resolve grievances during theory examination. The student reports if any grievances encountered related to question paper to the Jr. Supervisor, who is allocated to the respective block. Which is immediately reported to the SPPU through CEO/Senior Supervisor.

If any mistake/correction found by the SPPU/Institute, immediate action is taken. As University sends a Text message on the Institute's register mobile number which is in the custody of CEO. The CEO immediately intimate the corrections to the learner through Senior Supervisor.

1. **After Result:** If any learner reports any exam-related grievance after the result, regarding marks scored in the examination. The student has a right to register a grievance to the SPPU, through proper channel. The student contacts institute admin office/CEO and have a right to apply for the photocopy of the Answer sheet through admin office within the SPPU schedule. And apply for Rechecking/reevaluation of the answer sheet.

B. The mechanism for Redressal of Grievance regarding Internal Evaluation:

After the Internal Exams, Exam Committee displays internal marks on the notice board. If the student has any grievance; can directly meet and discuss with the respective course teacher. The course teacher shows corrected answer papers to the student and grievance is resolved.

File Description	Document
Link for Additional Information	<u>View Document</u>

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

Response:

The academic calendar is the blueprint for the institute's year-long activities. The academic calendar gives the proper and appropriate picture of the institute's activities and time planning as per priority. The Institute's Academic Calendar Consists:

1. Academic Date of Commencement and Term-end (Bridge Courses/ Lectures/practice/Assessments/remedial Classes etc.)
2. Schedule of Internal Examinations/CIE : (Unit Test/Mid-Term/Prelims/ Term-end, etc.)
3. The tentative schedule of SPPU exam (Online Theory; as per SPPU Academic Calendar, etc.)
4. Co-curricular Activities (Conference/Seminars/Guest Lectures/ Workshops/skills development Training and Placement activities etc.)
5. Extra-Curricular activities (Career Counselling/Cultural events/ Parents Meet/ Competitive examination Guidance/Yoga and Meditation/GFM etc.)

The Institute tries to adhere cent-percent to the academic calendar although twenty (20) percent deviation is approved by the competent authority by keeping in mind possible contingencies, with proper communication to all concerned stakeholders, for the conduction of various activities planned including CIE. The Academic Calendar is prepared by the Academic Committee, where all the various committees and coordinators provide their Plans and tentative schedule of various activities. Where the activity is planned as per its priority and urgency basis as, academics/Curricular and CIE, Co-curricular, extra-curricular and extension activities, if any, respectively.

The Institute reflects the major CIE components in the Academic Calendar like Unit Test, Mid-Term Test, and Term-end test, tentatively. The faculty plans and executes the CIE components as per the plan.

The faculty members take all the efforts to ensure that the schedule of CIE is followed for respective courses and for the continuous evaluation of the student. The Director conducts a review meeting at regular intervals to check the implementation of all the activities in the academic calendar is as per schedule. If any changes required in the academic calendar a proper pre-defined procedure is followed, documented and implementation takes place through IQAC.

The schedule of external examination is decided and declared by SPPU and the same is communicated to the students. If any changes may occur the same shall be communicated to students through notice-board, electric media, etc. on-time.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

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

Response:

SPPU has already defined the teaching-learning framework. Its main strength is the Outcome-based Education System (OBE), The OBE is defined with three components as Performer (student), Performable (demonstrable: - to perform), and focus on performance instead activity to be performed. The OBE advocates Course Outcomes (COs) which directly/indirectly enrich the Programme Outcomes (POs). Duo, POs, and COs are mentioned in the SPPU MBA syllabus. The COs attainment is calculated at the end of each semester. Where the POs attainment is calculated at the end of each batch.

The institute defines PSOs, as per SPPU's defined framework for various specializations (HR, Marketing, Finance, etc.), which are considered as the attainment of the course outcome by the student at the end of the program.

Hence, the OBE culture is developed in the Institute through a quality teaching-learning framework.

Program Outcomes: As defined in SPPU MBA syllabus POs are narrow statements that reflect the student's knowledge level to make him/her performable by the time of graduation. There are total ten POS defined for example Generic and Domain Knowledge; Problem Solving and Innovation; Critical Thinking; Leadership and Teamwork; Life-long Learning etc.

Programme Specific Outcomes (PSOs): The institute defines PSOs for all major and minor specializations and maps the same with POs and COs.

1. **Programme Name: MBA: Specialization: Human Resource Management: PSOs**

PSO: 01- Recognize the fundamental concepts of Human resources domain and its deployments at various organizational levels

PSO: 02- Utilize Theoretical knowledge in generic courses such as organizational behaviour, Soft skills, Business research, labour and industrial laws etc.

Course Outcomes (COs): are the course-wise list of outcome statements which depicts the complex performances of a student should be capable of a result of learning experiences within a course

Example:

CO#	COGNITIVE ABILITIES	COURSE OUTCOMES
CO101. 1	REMEMBERING	DESCRIBE the basic concepts related to Accounting, Financial Statements, Cost Accounting, Marginal Costing, Budgetary Control and Standard Costing
CO101.2	UNDERSTANDING	EXPLAIN in detail, all the theoretical concepts taught through the syllabus.

Communication: The institute communicates all the PSOs, PEOs and COs to the student through:

1. SPPU has included PEOs and COs in the MBA syllabus, and it is available on SPPU as well as Institute website
2. The PEOs and POs Mapping is displayed in the institute premises for the stakeholders
3. The respective course teacher maps POs to PSOs and PSOs to COs in the course file, and this mapping is discussed with the student in their first sessions.
4. The Institute has published POs and PSOs on the Institute's website, which is timely visited and revised for the efficiency and quality reinforcement.
5. The learning outcomes are also part of the Director's address in the Induction Program for students and faculty.

File Description	Document
COs for all courses (exemplars from Glossary)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The institute adopts an appropriate mechanism to evaluate the attainment of POs, PSOs, and COs. Insitute's teaching-learning framework well-embedded evaluation of the COs attainment. Where each COs evaluation component provides the suggestions for improvement in each individual student and calculated cumulatively at the end of each semester. The PSOs and POs are evaluated at the end of Programme i.e. at the end of each batch for the respective batch.

The Program outcomes, program-specific outcomes, and course outcomes are clearly stated in the MBA curriculum by SPPU. The POs, PSOs, and COs are defined keeping in mind changing business scenarios and evolving expectations of various stakeholders. Catering to the needs of varied stakeholders.

The attainment of Course Outcomes (COs) is measured using both direct and indirect methods. The evaluated COs attainment, in turn, helps to arrive at the attainment of POs and PSOs.

The Direct and Indirect Method for evaluating the attainment of POs, PSOs and COs is given below.

a) Direct Method:

Continuous Internal Evaluation: The institute has a well-defined CIE structure where the CIE plays a vital role in Continuous student attainment. As SPPU has mentioned the structure of CIE, the institute plans various components of CIE to aptly assess the student. The attainment of CIE utilized for student evaluation.

Result Analysis: In the direct method, the scores and the grades received by students in examinations are observed. The results analysis of each course of the MBA program is done with a view to check the effectiveness of teaching methods as well as the level of knowledge obtained by students. The grade-wise analysis is done for each course. Higher grades signify a higher level of attainment of course outcomes.

b) Indirect Method:

In the indirect method following ways are used.

Placements: The Placements result is used as a benchmark for measuring attainment of POs and COs. Better-level of the placements with the best packages depicts the higher attainment levels.

GFM and Counseling Sessions: The Institute has its unique mentoring style "Guardian Faculty member (GFM)". Where guardian faculty (Mentor) for each mentee meets frequently and assess the attainment through GFM meetings.

Student Participation and Performance in the Events: various activities are organized by the Institute for the holistic development of the student personality. These activities comprise a variety of curricular, co-curricular, extra-curricular and extension activities. These activities are planned to aim towards the attainment of POs, PSOs, and COs. Hence student's participation and performance in various activities are used to evaluate the attainment of POs, PSOs, and COs. Where the level of participation depicts the level of attainment.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 60.76

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

Response: 48

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

Response: 79

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.96

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of project and grant details	[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 8.33

3.1.2.1 Number of teachers recognised as research guides

Response: 1

File Description	Document
Any additional information	[View Document](#)

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

Response: 0

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

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

Response: 12

File Description	Document
Funding agency website URL	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

The institute has taken various initiatives for creation & transfer knowledge to students to enable them to explore the latest competencies for career enhancement. The institute has established Start-up and Innovation Cell to foster an entrepreneurial spirit among the students. The institute endeavours not only to build competencies but also nurtures students for significant contribution through social innovations.

The institute fosters the holistic development of society, therefore takes different initiatives like Research and Incubation Cell (RIC), Entrepreneur for Day (E4D), Bank on Cell (BOC) and Lakshya Study Center described as follow:

RIC:

RIC takes various initiatives to spread awareness among students about various research and incubation development all over the globe. The institute has founded this cell with a keen interest to nurture and foster various research motives for all levels of the students for their better academic achievements. RIC mentors, monitors and analyses each and every student through its research mentors and build apt research initiatives to satisfy their needs.

RIC takes initiatives to make aware the students about the research behind existence if RIC and their subsequent role in the conduct of RIC activities for the betterment of educational approaches in an institute.

The research student is expected to adopt a professional approach to their research, including 1) good timekeeping, 2) reading and responding to communications from the RIC team, 3)taking responsibility for their own skills and career development.

Research and Incubation Cell involves rigorous efforts in the creation of new knowledge contributing to socioeconomic benefit for the nation. It is important to ensure prevention of academic misconduct including plagiarism in academic writing among student as well as faculty and they are responsible to adhere the conduct of research and safeguarding ethics and academic integrity in research is extremely crucial.

E4D Practice: The Institute has shaped an eco-system between academics and practical implementation of the gained managerial knowledge through the curriculum by starting Entrepreneurship Development Cell at Campus. And as an outcome, the institute has developed a unique and movable E4D booth, students take written permission from competent authorities and start an entrepreneurial activity for the day. This practice gives initial inhabitation for taking the risk. As a result of such ice-breaking activities, about 20

students of our institute have started and succeeded as small and medium scale entrepreneurs.

BOC: Through this practice, the institute guides students for public sector recruitment examinations such as the banking sector and also encourages the students to learn and conduct their transactions through cellular banking. The intention is not only to make the students e-transactions-literate but also to initiate the use of online banking in daily practice.

Lakshya Study Circle: The institute has its unique and campus-collaborative practice through which the students are motivated and guided for public sector recruitment examinations. The basic objective of this practice is to prepare the student for the selection tests and post-selection interview procedure. This is with the intention to maximize the career prospects of the students in different fields.

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

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

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

Response: Yes

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

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

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

Response: 2

File Description	Document
URL to the research page on HEI web site	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 2.57

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	0	0	0	0

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

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

Response: 2.57

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

2018-19	2017-18	2016-17	2015-16	2014-15
19	0	2	17	4

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

3.4 Extension Activities

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

Response:

The institute has well aware of its Corporate Social Responsibility (CSR) and to contribute the institute always conduct various extension activities to give back to the society. The extension activities are also aimed to experiential learning for the student. The institute conducted various extension faculties and its impact are as follow:

The institute has conducted various activities through the involvement of students and staff for the benefit to the society and the Institute named it as **L-E-A-P** (**L**earn-**E**mpower-**A**dopt-**P**reform). The students get a wonderful platform to involve with each other and learn more about culture, traditions and values of people. Under the extension activities, our management students learn the Teamwork, Leadership Skills, Time Management, Effective Communication Skills and Effective Decision Making. The institute involves the faculty and students in the community network. This helps the students to learn ethical values and understand their responsibilities and develop them holistically. The institute is engaged in social activities with the help of the students like:

- Road safety awareness program and distribution of 500 helmets to create awareness.
- Swachha Bharat Abhiyan
- Women's Day
- Republic Day
- Constitution Day
- A campaign on "Eco-friendly Ganesh Idol making"
- No vehicle day to promote a pollution-free environment
- TEDxZIMCA
- HIV awareness campaign.

Along with these societal collaborative events the institute also feels that the internal societal healthy culture the institute has planned and conducted following type of events for internal society:

- FDP on Teaching Technique tips and teachers Motivation
- Guest Lecture on Industry Expectations & Career Guidance

These activities are planned and conducted to sensitize students and staff to social issues under LEAP programmes for the holistic development

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 3

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	01	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)

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

the last five years

Response: 18

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	4	7	4	1

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

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

Response: 20.69

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	21	60	48	00

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

3.5 Collaboration

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

Response: 9

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	1	1	0

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document](#)
Copies of collaboration	[View Document](#)

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

Response: 4

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	1	1	2	0

File Description	Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

ZIMCA has adequate facilities for curricular, co-curricular, extra-curricular and extension activities. Its lush green, eco-friendly, picturesque campus provides a conducive environment ideally suited for serious academic pursuits. The infrastructural facilities are adequate to fulfill the norms of All India Council of Technical Education (AICTE), and Savitribai Phule Pune University, time-to-time.

The Institute's state-of-art physical infrastructure is housed in a four-storied building. The infrastructural facilities includes following.

1. **Teaching-Learning Facilities:**

   1. Adequate Classrooms
   2. Computer Centre/ Computer Laboratory
   3. Tutorial Room
   4. Seminar Hall
   5. Training and Placement Office

1. **Knowledge Resources:**

   1. Library and Reading Room
   2. Digital Library
   3. Stationary Centre and Xerox Facility

1. **Administrative Facilities:**

   1. Admin Office
   2. Director Office
   3. Internal Quality Assurance Cell
   4. Reception
   5. Examination Control Room
   6. Central Store
   7. Faculty Room

1. **Common Facilities:**

   1. Board Room
   2. Auditorium
   3. Semainar Hall
   4. Medical Room
   5. ED Cell and Incubation Center

6. Zeal IPR Center
7. Boys Common Room
8. Girls Common Room
9. Pantry
10. Gymnasium (Boys and Girls)
11. PlayGround
12. Sports (Shooting Range, Arhchari Range, Vollyball, Basketball, Kabbaddi, Football, Cricket etc)
13. Yoga and Vipassana Center
14. Cultural Center: Music Studio, Recording Studio, Photography and Dance Studio
15. First Aid cum Sick Room
16. Entrance and Porch
17. Toilets (Gents/Ladies)
18. Maintenance Room
19. Housekeeping Room
20. Parking
21. Ramp (For Handicap)
22. Lift (Elevator)
23. Water Cooler- Potable water
24. Canteen
25. Girls Hostel
26. Grid Connected Roof-top Solar power Gerneration (120 KWH)

1. **ICT Facilities:**

1. Computers
2. Internet
3. Printers
4. Projectors

All the classrooms, seminar hall and board room are well furnished and equipped apt ICT facilities. The Institute has adequate numbers of computers and all computers are enabled with Internet facility. The institute has an ample number of printers, and LCD projector to aid teaching-Learning and other activities. All internet and Computer information/data is saved by Licensed Anti-virus and Firewall configuration. The institute has purchased all the required software and Hardware for the teaching-learning and other activities. The institute believes in modernized learning hence, developed digital library where the students and teachers can sit-down and access study material available in softcopy including various subscribed journals and e-learning sites. The Institute has made available the Wi-Fi facility in the Institute premises to aid the learnings. The institute has well-functioning and effective Enterprise Resource Planning (ERP) for effective administrative functions.

The Institute's library has an adequate collection of books, journals, encyclopedia, newspapers, magazines, project reports etc. It has a well-maintained reading hall. The Institute's Library is equipped with digital Library section where students can access e-resources. The Institute Library is also facilitated with Remote access for e-resources and traditional resources (Books, shelf-status etc.). Library equipped with e-resources like EBSCO, J-Gate. The library has subscribed the membership of National Digital Library, e-Shodhsindhu, and British Library to aid teaching-learning beyond curricular requirements.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

Zeal Education Society envisions "*To empower society with holistic development through quality education*" and the institute also inherits its vision as "*To be recognized as student-centric institute through value-based quality education*". Here, the institute advocates undertaking the value-based/holistic development of the student. Zeal Education Society has made various facilities available for the students and staff under sports and gym facilities for the usage of all institutes belongs to Narhe Campus. The Society has enabled with a green and big sports ground, gymnasium, in-door, out-door games and related facilities to motivate students for the sports and cultural activities. To foster and nurture cultural activities, the institute has developed a recording studio, music studio, photography studio, and recreational hall, which has easy norms to be accessed and utilized by students. The institute encourages students to utilize the available infrastructure.

Zeal Education Society has PlayGround for Outdoor Games like Cricket, Football, Volleyball, Tug of War, Kabaddi, Cricket net practice, Basketball etc. The sports material is also provided to students through Zeal Gymkhana.

Indoor Games like Chess, Carrom, and Table Tennis etc. The sports material is also provided to students.

Zeal Education Society, Pune has started the Yoga and Vipassana Centre for the faculty and students where students and faculty members for spiritual enlightenmet meditation.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 5

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

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

Response: 6.17

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

2018-19	2017-18	2016-17	2015-16	2014-15
5.00	25.00	1.00	1.50	1.75

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Library is automated using the Integrated Library Management System (ILMS).

- **Name of the ILMS software:** AutoLib Library Management System
- **Nature of automation (fully or partially):** Partially
- **Version:** New Generation (NG)
- **Year of automation:** 2010 and upgraded in 2017

The Institute has set-up its own library system. The library is also considered as a major knowledge resource for the teacher and student. The institute has a knowledge-rich library system. The Library is always aid to the student as well as teacher through providing various knowledge sources, research material and general knowledge related database. To cater the existing student base, the institute has given more emphasis on library development time-to-time. The Institute has purchased various curricular, co-

curricular, and extra-curricular related books, e-books as well as various on-line databases. These information/knowledge sources are easily and timely available for students and teachers. The institute has partially automated Library Management system for the library users.

The institute has Open access system and use ofDewey-Decimal Classification (DDC) Scheme for the systematic arrangement of the Books. Internet & Wi-Fi facility is available in library. The library accession and list of books is available online, which can be accessed through OPAC, which is available at the Library and digital library. Where the e-journals like EBSCO, National Digital Library has been subscribed by the institute which is accessible to the student and faculty online, even on their smartphone.

The Institute's user-friendly library management system is integration of both computerized as well as manual system. Where, book accession, circulation-return of books with the bar-code system, member I-card, entry and exit record of all members to the library (Utilization) , with all necessary reports are computerized, where, Books slips/cards, records of periodicals are maintained manually for easy circulation and return. Where books circulation-return, accession registered, Library/reading room utilization register are maintained manually as well for the easy of work, as per request and requirement.

The Library is developed and maintained as per the norms prescribed by the AICTE, where the various book sections, periodicals, journals as well as e-resources have developed and maintained with recent issues. Hence, the Institute's library has divided into various sections like Stacking area, a reference section, periodical section, digital library section, processing area, new arrival section, reading hall, and research zone which depicts the systematic approach to the library management. The Institute's Librarian/ Library Coordinator has empowered with adequate rights/ authorities to maintain and develop the Institute's Library.

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

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

Response:

The institute has established in 2009 (10 Years before). As per the library development strategy of an organization, the Institute is developing its book bank as per the requirement of AICTE which is prescribed in the AICTE process Handbook time-to-time. Along with fulfilling the criterion stated by the AICTE, the institute is very keen to develop a diversified book bank for the betterment of the student and faculty.

- The library has downloaded various books from internet sources which are important for the holistic development of the student. The library rare books are stored online as well as some books are purchased/donated hence available in hard copy in the institute.
- The library as and when found any source downloads and stores rare books for the student and faculty and share the same with faculties for their knowledge. The institute also has a rare book

society (free online rare book site) linked on institute's website so students can directly acquire the services from the database available online. Students and faculties can assess these books from an online source as well as from the Institute's library for enriching their knowledge. These rare books are enriching through inspirational stories, historic reports/events, exercise techniques like yoga, ancient/modern philosophies, various religions, culture, etc.

- The library also having an adequate collection of reference books, self-help books and books required beyond the curriculum, which are published by renowned publishers like Oxford, willy, Jaico, Sage, TMH, Pearson, PHI etc. for the aid to the student learning.
- The Library developed database and maintained various "Special Reports" for the reference to the student and faculty to aid their research and/or study. The special reports may contain various surveys done by approved agencies, government institutions/departments, reputed online survey teams, researchers etc. like, World Bank Survey, NABARD survey, Rural Development survey, CNBC, survey, financial times. Etc. The special reports also include various project reports dissertation reports, newsletters, and event reports.
- The institute has subscribed National Digital Library, shodhganga (Free database), Jaykar Library (SPPU), where the students and faculty can find various manuscripts, books, research databases for teaching-learning purpose.

Extra Knowledge sources which enriching institute's library contains motivational/spiritual books, business success stories, self-help books, ICFAI books, encyclopedia, dictionaries, handbooks, case studies, etc.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.2.3 Does the institution have the following:

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

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	[View Document](#)
Any additional information	[View Document](#)

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

Response: 1011

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

2018-19	2017-18	2016-17	2015-16	2014-15
2.82	1.46	4.95	1.20	1.58

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

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

Response: Yes

File Description	Document
Any additional information	[View Document](#)

4.2.6 Percentage per day usage of library by teachers and students

Response: 41.43

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

Response: 87

File Description	Document
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Response :

The institute has developed adequate ICT facilities for the curricular, co-curricular and extra-curricular

activities in the premises. The institute has made provisions to update-upgrade-purchase-write-off procedure for ICT equipment's time-to-time. Information and Communication Technology (ICT) plays a vital role in various institutional processes. The Institute's ICT facilities are adequate and updated on regular basis as per the need.

- The Institute has very strong ICT infrastructure with massive networking and security provisions.
- The Institute has purchased licensed system and application software repository.
- The institute takes care of ICT security and confidentiality through acquiring licensed anti-virus and firewall system.
- The Institute has Language Lab equipped with latest computers to improve command on professional language.
- The Institute has Computer Center equipped with latest computers having internet facility used for Project Work, Online Exam, and Exam form filling, conducting sessions related to MS-Excel, Preparing Presentations and Doing Assignments etc.
- The Institute has an adequate speed of leased line for internet connectivity and Wi-Fi facility to aid curricular, co-curricular and Extra-curricular activities.
- The Institute has adequate LCD Projector for institutional use.
- Each and every computer is internet enabled.
- The Institute has deployed the Education Enterprise Resource Planning (ERP) software for the smooth functioning of academics and administration.
- The Institute's library is automated with System for Library Information Management Software. It has made the functioning of library simpler, convenient, efficient and effective.
- The Institute has a Digital Library facility where users can access e-resources like EBSCO, J-Gate.
- The Institute is a member of National Digital Library (NDL), e-Shodhsindhu, British Library. The e-resources of these organizations are also accessible to the students and faculty members.
- The Institute has fully computerized its financial records with Tally software for maintaining its accounts in a systematic manner.
- The Institute has an e-banking facility which helps in doing online transactions.
- The institute is a Member SAP Student Trainng Academy
- Generator backup provision is available in case of an interruption in power supply.

The above facilities are adequate enough to provide good and quality processes and procedures for the student-centric quality-education.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.3.2 Student - Computer ratio

Response: 99:40

File Description	Document
Any additional information	[View Document](#)

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Response: 20-35 MBPS

File Description	Document
Any additional information	[View Document](#)

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 10

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

2018-19	2017-18	2016-17	2015-16	2014-15
36.73	32.93	3.91	6.39	6.23

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)

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

Response:

The Institute has in-practice policies and procedures to ensure proper utilization and maintenance of various physical, academic and support facilities including library, laboratories, sports, computers and classrooms.

a) Utilization of Physical Infrastructure:

- The Institute prepares daily time-table for the class-rooms, laboratories, tutorial room and other physical facilities, where the appropriate utilization of the available physical infrastructure is planned and executed.

- The Institute has common auditorium/Seminar Hall which is utilized for organizing expert sessions, seminars, workshops, conferences, cultural activities, other student activities etc.
- The common computer center is established for the multi-purpose activities like Placement drives, various competitions, online exams, workshops, conferences as well as government exams are being conducted in the Computer Center.
- The Library is one of the major knowledge resources, hence the institute has its well-equipped library where adequate (as per AICTE norms) books (titles & volumes), journals, e-journals, etc. are available for student's aid.
- The institute also has a well-equipped and well-maintained Computer Laboratory, the Computer Laboratory is utilized for Practical subjects like MS- Office, statistical analysis, Enterprise desk research as well additional certification courses like SAP, Tally etc. Also, the student can utilize the computer Lab in his/her free time for the educational surfing and assignments preparation and submission, also the student can access ERP system in the computer lab.
- The institute has also set-up various cells like IQAC, Training and Placement, Research and Incubation Cell, Examination Control Room, Start-up and Incubation Cell, etc. which are equipped with desired/required infrastructure and ICT facilities along with basic facilities including admin office, library and other functional areas.
- The institute has emphasized more on common facilities like Canteen, washrooms (Gents/Ladies), Common rooms (Girls/Boys), medical room as the welfare facilities for the students/staff as per directives of AICTE.
- The institute has allocated adequate functioning place (cabin/cubicle) for faculties and staff. The faculty can utilize classrooms, tutorial rooms, board rooms for various types of student interactions including, teaching-learning, extra-guidance sessions, Mentor-mentee meetings, also faculty can interact with various stakeholders in the Tutorial room, board rooms and seminar hall.
- The institute organizes various events (workshops, seminars, conferences, cultural, etc.) in institutional infrastructure.
- Zeal Education Society fosters entrepreneurial spirit among students, therefore, to develop various skills like, team-work, leadership, interpersonal attributes, it offers sports activities and facilities for students and faculties, for these the campus having big, green playground, gymnasium (girls/boys), indoor games (carrom, archery, etc.) and outdoor games (cricket, football, Kabaddi, etc.)
- Zeal Education Society provides physical infrastructure like play-ground, classrooms, computer center etc. to various organizations depending on availability especially during vacations for conducting cultural activities, exhibitions, sports activities, examinations, events etc.

b) Maintenance of the Physical Infrastructure:

- The institute has SOP/procedure for the maintenance of the institutional infrastructure in working conditions. The institute has its approximate budgetary provisions for infrastructural development

and maintenance.

The major infrastructural maintenance takes place at the Society level. The institute keeps checking on infrastructural functioning. If any maintenance is required the institute-level Infrastructure Coordinator, reports the same to Executive Director Office for further action through Institute's director.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 69.81

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

2018-19	2017-18	2016-17	2015-16	2014-15
163	122	76	93	96

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

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

Response: 19.03

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	10	67	35	17

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

    1. For competitive examinations

    2. Career counselling

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

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<u>View Document</u>
Any additional information	<u>View Document</u>
Link to Institutional website	<u>View Document</u>

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

Response: 6.14

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

2018-19	2017-18	2016-17	2015-16	2014-15
30	25	0	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<u>View Document</u>
Any additional information	<u>View Document</u>

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

Response: 38.07

5.1.5.1 Number of students attending VET year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
102	41	45	78	36

File Description	Document
Details of the students benifitted by VET	[View Document](#)
Any additional information	[View Document](#)

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

Response: Yes

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

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 52.69

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
38	32	25	45	27

File Description	Document
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 66.67

5.2.2.1 Number of outgoing students progressing to higher education

Response: 60

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

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

Response: 40

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

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

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national

/ international level (award for a team event should be counted as one) during the last five years.

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Response:

The institute has formed a student council/forum as per the Maharashtra Public University Act, 2016 (clause 40) to nurture and enhance the involvement of the student in various administrative and academic functions of the Institute. Student council representatives are the voice of the student community at the institute.

The Student council participates in discussion and decision that affect the student's community. The major purpose to establish the student council is to give the student the opportunity to develop leadership qualities, decision-making skills and sense of responsibility. The activities of this council enhance student's managerial and professional competencies like planning, coordinating, managing, etc.

The institute reserves student representation in various cells and bodies like College Development Committee, Internal Quality Assurance Cell, Research and Incubation Cell, Entrepreneurship Development Cell, Grievance Cell, Internal complaint committee, Training and placement cell, sports, Cultural, etc. and exhibits participative management

The student council organizes or help to organize various activities and events under the guidance of faculty at national/international levels aligning with their programme outcome.

The institute ensures gender equality opportunities for students, as student council representatives.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 9.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	6	4	4	3

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural activities / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

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

Response:

The Institute has Alumni Association known as ZIMCA Alumni Association. The purpose of this association is to foster a spirit of loyalty and to promote a general well-fare of our alumni and institute. Alumni association exists to support the institute's goal and try to strengthen the ties between alumni, the community and the institute. The alumni association also supports to the overall development of alumni with the help of institute alumni.

Alumni Association of the Institute includes alumni working at higher positions in reputed corporate organizations and successful entrepreneurs. It represents dynamic, talented, versatile and energetic network of Alumni of the Institute. Alumni of the Institute are working in highly reputed organizations at good positions and contributing towards the success of their organizations. Some of the Alumni started their own enterprise and become successful entrepreneurs.

The Alumni Association is significantly contributing for the development of the Institute in various ways.

1. **Alumni Meet event:** The Alumni Association of the Institute organizes 'Alumni meet' every year. Alumni Meet provides an opportunity for alumni to share their experiences with present students and is refreshing interaction with their friends and faculty members.
2. **Alumni representation on College Development Committee (CDC):** It is formed as per the guidelines of Maharashtra Public University Act2016. The Committee plays a key role in the overall development of the Institute. There are alumni representatives on this committee who contribute by way of bright ideas and suggestions. The constitution advice to inclusion of significant alumni members in College Development Cell where the alumni members give the insights about current industry requirements. The alumni members also share their experiences at the institute level (while studying) to give suitable advice/suggestions for developments.
3. **Alumni Participation in Co-curricular and Extra-curricular Activities of the Institute:** Alumni contribute to various activities of the Institute like – Experience sharing in Induction & Orientation Programs, Expert Sessions, Seminars, helping in organizing Industrial Visits, Entrepreneurship Development, Judges for various cultural and sports activities, supporting extension activities. All these activities lead to the development of a holistic personality and enhancing the employability and entrepreneurial abilities of the students.
4. **Support in Training and Placement Activities:** Alumni contribute significantly to supporting training and placement activities. Also, help in arranging/organizing industry visits.

Institute has set goals and identifies success indicators to measure the impact of alumni engagement activities so that alumni engagement efforts are communicated and integrated into the larger initiative. The institute shows its appreciation by giving Alumni with the "Distinguished Alumni Award", "Audacious Alumni Entrepreneur Award".

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

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 2

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
02	00	00	00	00

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

ZIMCA was established in the year 2009 under the aegis of Zeal Education Society to promote holistic quality education for all. It is governed by a board of trustees with Chairman at the helm of affairs and Governing body and College Development Committee giving key inputs. Executive Director & Director look after the smooth functioning of the organization. The ideology of the institute is reflected in its Vision & Mission

ZIMCA Vision: To be recognized as **student-centric Institute** through **value-based quality education**.

ZIMCA Mission: "Emerge as **a remarkable facilitator for enhancing employability quotient of young graduates** through **business management education**, which eventually contributes decisively to **sustainable economic growth**."

ZIMCA's Vision strongly supports ZES Vision and also aligns with SPPU's Vision

For fulfillment of the Institute's vision and mission, the leadership strives to maintain an open and interactive environment. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making & policy formulation. A two-way communication channel between the staff and the leadership as well as OCTAPAC Culture is an important feature of ZIMCA. The Director interacts with staff and students at formal and informal levels, on various occasions. The Institute leadership maintains regular and active interaction with all stakeholders during the span of an academic session.

The Governing Body (GB) is the executive authority and exercises general supervision and control of the affairs of the Institute. Strategic Plans of the Institute are documented by the IQAC and approved by the Governing Body. The CDC plays a major role in conveying the requirements (received from teaching departments, administration, library and support departments, etc.) to the Governing Body. After due discussion, the approved plans are deployed.

Participation of the teachers in the decision-making bodies of the institution:

Decisions, where teachers are involved, are made at several levels. These are:

- Faculty members of the College Development Committee
- Faculty members of the IQAC
- Faculty members of the Library
- Faculty members of the statutory committees
- Faculty members of various Cells and Committees

The management also motivates teachers and students to undertake research projects and innovative

projects. High-quality teaching-learning through innovative methods is emphasized for high academic achievement that is also linked with successful careers for students.

The Institute uses alumni and various professional Bodies' network and interacts with industries, government and non-government organizations for training students in career planning, internships and placements. Appropriately adapting and responding to changing academic and societal environment is a key to the functioning of ZIMCA at all levels. The staff and administration work zealously to comprehend and articulate rapid changes in the academic structure & functioning of the Institute. New infrastructure and equipment, renovation of laboratories, training of staff etc. have been facilitated for successful implementation of new systems in the Institute. The Management, Director and Staff work in complete unison with each other, in tune with the vision and mission of the Institute.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

Case: The Institute practices participative management in a decentralized way in the continuum as extreme decentralization and participative management is an ideal situation. It is governed by the Board of Trustees & headed by Chairman of the Board with review and recommendations from the Governing Body for the smooth functioning of the institute. The Governing Body headed by the Chairman takes decisions with the involvement of stakeholders. These are reported to the College Development Committee who oversees the process of implementation under the executive authorities namely Executive Director and Director of the Institute. The Director and process coordinators have various & varying academic and financial powers delegated to them for implementation of the decisions. The decision-making process is thus decentralized for efficient functioning.

For smooth functioning of the Institute, and accomplishment of the vision objectives various committees and cell has been established to carry out different academic and administrative processes, with an aim to achieve academic excellence. These Committees/cells are structured in a proper participative manner as the members are representing more than one committee /cell as per their area of interest and expertise for their interrelated processes. These committees /cells are headed by the Director of the institute and committee/cell coordinators. The coordinators empowered with all required authorities with parallel responsibilities and clearly defined roles to achieve their respective committee/cell's objectives.

The Institutes has a well-defined structure for each and every committee where Participation in terms of a representative from stakeholders arena has been taken such as a representative from Trust, Industry, Academics, Student Fraternity, Non- Teaching Staff and Statutory Regulatory Authority likewise all the stakeholders' representation to have fair participation.

The Institute's existing culture is OCTAPAC (i.e Openness Confrontation, Trust, Authenticity, Proactive

Autonomy and collaboration.) and Clan Dominant which itself is a reflection of participative and decentralized management.

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

6.2 Strategy Development and Deployment

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

Response:

Activity: Asia-Level HR Meet-2017

The Institute's strategic goals are the derivatives of inputs given by all stakeholders. One of the demands of the strategic goal is to strengthen Industry-Academia Relationship. With that intention, ZIMCA-NIPM Student Chapter has been established. ZIMCA proposed Zeal Management to organize HR Meet, in the month of June-2017 and get approval from the Zeal Management for the same. ZIMCA realizes the very purpose of the NIPM Student Chapter i.e. industry connects. ZIMCA got sanctioned on the proposed budget for the HR Meet by Zeal Management. So, with the active partnership of NIPM in 2017, September HR Meet organized at Hotel West Inn Koregaon Park, Pune. Zeal is the Only platinum sponsor as well as an active execution partner. In this partnership, Strategic and Planning was the role of NIPM. Execution and Management was the responsibility of Zeal. To call and meet Asia-Level HRs NIPM strategies to hold National Conference i.e. NATCON on the topic "Managing Future of Work and Workplace" which is followed by fantastic enjoyable cultural and dinner night with approximately **1100 HR** from all-over Asia at Hotel West Inn Koregaon Park, Pune.

During this event, the Institute involve and give the opportunity to umbrella brand Zeal's Engineering students to showcase their innovative products like, 3-D scanners, Desert Vehicle, etc. which was appreciated by all the participants including Dr. Anil Sahastrabuddhe (AICTE Chairman) and Dr. T. V. Rao like personalities. During this event, the Institute launched its magazine named "Demand" which is designed to create a supportive, knowledge-intensive, up-to-date inventive, and an easily accessible yet robust platform where the demand of the industry and academia including the student community bring together for the exchange of invaluable information about contemporary industry trends.

During this event, in the speech given by Honourable Secretary of the Institute, Mr. Jayesh Katkar offers and invites all the HRs come and utilize Institute facility for their HR activity conduction with no consideration.

As the memory of this event, the Institute got so many HR's appreciation words and autograph on the "wall of Memory" Frame.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)

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

Response:

The Institute has defined the proper organogram to articulate apt governance as well as the escalation matrix. Zeal Education Society is the apex body and the Founder Director and Secretary takes policy decisions which are taken based on the directives of the statutory, regulatory and affiliating bodies, the inputs from stakeholders, the recommendations from the various Committees, Cells, and Director of the Institutes, etc., for smooth functioning of the Institute. The overall functioning of the Institute is supervised by the Executive Director and the Director of the Institute. The Director acts as an operational authority for the day-to-day running of the Institute to ensure full compliance of norms and directives of the Management and the respective regulatory bodies.

The governance system includes the following bodies:

-Governing Council

- College Development Committee

- Various committees for respective institutional processes.

The Institute established institutional committees to carry-out all the academic and administrative processes, which are substantial to achieve the Institute's vision, are as follows:

- Admission Committee responsible for fulfilling the sanctioned intake
- Academic Committee responsible for teaching-learning and evaluation
- Research and Incubation Cell responsible for Developing Research Culture
- Training and Placement Committee responsible for Industry interaction
- Entrepreneurship Development Cell responsible for encouraging students for entrepreneurship
- IQAC responsible for quality assurance

The Constitution of the institutional committees as well as their Standard Operating Procedures are stated and available on the Institute's website. These bodies keep in view the Vision, Mission, Strategic Goals and Objectives, Values and Quality Policy of the Institute for taking decisions and making recommendations on various institutional matters.

The Institute adheres to norms and regulations laid down by the various government and statutory bodies

and frames its rules and procedures in accordance with:

- All India Council for Technical Education (AICTE)

- University Grants Commission (UGC)

- Directorate of Technical Education (DTE)

- Savitribai Phule Pune University (SPPU)

- Fee Regulatory Authority (FRA)

- Admission Regulatory Authority (ARA)

The Institute has developed an Employee Handbook which comprises all the service rules for faculty and staff. Code of Conduct, Policies and Procedures, Welfare measures, Recruitment and Induction Policy, Performance Appraisal, Whistle-Blowing Policy, etc. and the same is available for each and every staff on Institute website at dedicated admin office and IQAC Cell for information and compliance.

The Institute provides a conducive work environment for teaching-learning process, research, and development, consultancy, industry interaction, besides the administrative matters. There are Committees for redressal of grievances, unfair means inquiry committee, sexual harassment, student council, etc. There are encouraging schemes for faculty development including sponsorship for conferences, workshops, seminars, for interaction with industry, participation in foreign tie-ups, for higher study leading to Ph.D., for revenue earning consultancy etc. giving them a healthy career path.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The institute has established an Internal Quality Assurance Cell (IQAC). The IQAC is responsible for Quality initiatives, quality assurance, and reinforcement. IQAC works towards the realization of the goals of quality enhancement and sustenance. The IQAC intends to channelize all efforts and measures of the institute in terms of quality to achieve holistic academic excellence and eventually vision. IQAC proposed implementation of Quality Management System and certification of ISO 21001:2018 in the month of July-2018 at IQAC Meeting.

The implementation of the resolution made at IQAC Meeting is as follows:

Implementation of ISO 21001:2018(EOMS):

- To in-tune with the Institute's vision, the IQAC chose ISO 21001:2018 (EOMS) in lieu of ISO 9001:2015 because this new international standard is specifically meant for the educational organization rather than generic standard like ISO 9001:2015. It not only fulfils the purpose of ISO 9001 but also includes academic audits as well as protection of the interest of all the stakeholders and other beneficiaries.
- Hence, the IQAC Chair (Director), took a participative decision to go for ISO21001:2018 certification through NABET approved body. In that line, approved certification body i.e. Quality Austria has been identified and the trainer for quality implementation training has been assigned.
- Accordingly, Internal Quality Implementor training calendar has been designed and the training held on 17-19 June 2018. The outcome of this training is, the seven faculty members of the Institute certified as an ISO 21001:2018 Implementor and Internal Auditor.
- To comply with ISO 21001:2018 all the processes of the Insitute have been systematized, recorded and documented in a proper pre-defined format, which all are controlled by IQAC
- ZIMCA Quality Manual has been drafted and communicated to all stakeholders.
- Various standard operating procedures have been re-defined
- Post-training, approximately, within the time frame of six-months ZIMCA, earned the status of being First in India higher Education Institute certified 21001:2018 (EOMS), and well recognized and appreciated by Zeal management for this achievement. Extend to this, IQAC organized National-conference on "Modern Approach to designing. Implementation, and reinforcement of Quality management System" on 21st November 2019, in the very same event

ZIMCA conferred with ISO 21001:2018 Certification by the hands of Dr. Raj Singh (Vice-Chancellor, Ansal University, Gurgaon), from Certification Body Quality Austria.

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

6.3 Faculty Empowerment Strategies

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

Response:

The Institute has a conducive environment and fresh green ambiance with the clan and OCTAPAC culture to work. The Institute provides many welfare measures to attract, train, motivate & retain staff members. These welfare measures have resulted in a high retention rate. These welfare measures create a sense of belongingness among staff members

The welfare measures provided by the Institute include the following:

- The Institute complies with all welfare statutory measures such as Provident Funds, Gratuity, Maternity Leave, Paternity Leave, etc.
- The Institute gives relaxation time to newly mothers (staff) to feed their babies.
- The Institute encourages and supports faculty and staff members to participate in faculty development programs, staff development programs, seminars, workshops, and conferences. The Institute reimburses the participation fee of staff members in such programs as per institute's policy applied for various programs and events.
- The Institute organizes faculty development programs, staff development programs, seminars, workshops and conferences for staff members. The Institute bears the expenditure on such programs which benefit the staff.
- The Institute encourages faculty members to do research and write research papers. Faculty members are motivated to present their research papers in various national/ international conferences. The Institute reimburses the participation fee of faculty members in presenting such research papers in conferences as per institute's policy for various events/conferences.
- The Institute organizes various employee engagement activities such as Dandiya nights, Sports and Cultural Events, etc.
- The Institute celebrates the Birthday of staff
- The Institute provides uniforms to the Class IV staff.
- The salary is timely credited to the salary/savings account of the staff on a regular basis.
- Institute also provides Travel Allowance/Dearness Allowance (TA/DA) to the staff members as and when required/applicable.
- Institute provides casual compensatory leaves, medical leaves, on-duty leaves, earned leaves, etc. to its staff members as per the Institute's policy norms.
- The Institute does group insurance for the staff

- The Institute provides a festival advance to staff if required by them. The amount of advance is deducted from salary on a monthly basis. The advance is given as per staff cadre and with the consideration salary limitations.
- The Institute has First Aid cum Sick Room.
- The Institute arranges programs related to health issues, stress management, life skills, etc.
- The Institute has meditation Vipassana Center for spiritual health, fully equipped Gymnasium for physical health and dance-music-photography studio for pursuing their hobbies.
-

The Institute celebrates International Yoga Day and encourages staff members to practice it. Also, society has a gymnasium for male/female students and staff of the campus

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 50.83

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	10	10	02	02

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	[View Document](#)

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

Response: 1.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	02	02	04	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document]()

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

Response: 50.83

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	10	10	2	2

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

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

Response:

Zeal Performance Appraisal System is a blend of Key Result Area (KRA), Key Performance Indicator (KPI) based known as management by objective and 360degree feedback performance appraisal method. Zeal's performance appraisal system is more development-focused than appraisal alone and supports competency enhancement of the staff in a better way.

The Component of Performance Appraisal are as follows;

- **KRA With KPI:** The key job responsibility of every individual is monitored periodically and @ the end of the academic year on various aspects like Student Results, Academic and Administrative capabilities, Research Publications, Projects, Research Guidance, Training courses &

Conference/Seminars/Workshops attended and Papers presented, Industrial Relationship, etc. Any additional responsibility that the employee undertakes over and above his/her key result area considered with due weightage.

- **360 Degree Peer feedback**: 360-degree feedback is a highly effective development tool especially for coordination and teamwork. Feedback recipients gain insight into how others perceive them and have an opportunity to adjust behaviors and develop skills that will enable them to excel at their jobs. 360 feedbacks focus on behaviors and competencies more than on basic skills, job requirements, and performance objectives. This includes the defined behavioral skills which contribute towards achieving the KRAs. Statutory obligations.

Mechanism:

- Defined and Stated Key Result Areas (KRA) with their respective Key Performance Indicator for the Staff clearly and explicitly communicated to all Zeal Staff, before the performance cycle begins. Working relationships for each area with departments and with other staff vertically and horizontally across committees will be explicitly defined. The organogram of the institute is also expected to provide the required escalation matrix. It would also be important to set these in a time frame. There should be an overall acceptance of the rating system in relation to each of the KRAs. It should then be signed by the employee and a copy given to him/her and another filed in respective personal files. It is advisable that the staff should revisit their approved performance plans at least once in a quarter along with the direct reporting authority to ensure that result achievements are progressing satisfactory.

Performance evaluation planning:

- Performance plan for the year for each employee will be prepared in April-June timeframe each year specifying KRA and KPI against which respective results to be achieved. Opportunity to appraisee for self-evaluation is also given due weight age. At the end of the performance cycle, a formal review of achievements in relation to the performance standards is documented. The performance evaluation is evidenced based procedure so respective measuring aspects should be produced and documented in a given format by appraising. Ongoing communication regarding performance is expected, both in informal and formal settings throughout the year. Either the appraiser or appraiser should feel free to initiate discussion of performance progress, expectations, priorities or obstacles. On the basis of the Evaluation Results, Appraisal/development goals for further improvement /Non-suitability of the employee are discussed.

The Appraisal form is in two sets:-

(A) KRA and KPI based performance evaluation form &

(B) 360-degree feedback form.

File Description	Document
Any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

INTERNAL AUDIT

The institute has a mechanism for internal and external audits. The Institute has its own internal audit mechanism where the internal audit is an ongoing continuous process to check the entire recurring & non-recurring Income and Expenditure of the Institute each year.

A systematic audit is done by the Section Account Officer appointed by Zeal Management on a continuous basis. The Section Admin Officer submits the detailed books of accounts which maintained at the Institute to the external auditors with prior permission.

Important checks & verifications by the Internal Auditor:

- Internal Audit is done at regular intervals to check the accounts including recurring & non-recurring income and expenditure and keeps the management informed suitably about the inflow of fee and amount required for release of funds etc
- To continuously monitor the utilization of expenditure with sanctioned Budget
- To ensure that all the requirements for submission of detailed accounts to the external auditors comply

EXTERNAL AUDIT

The Management has appointed qualified external auditors to check and verify all the accounts of the Institute and certify the same in the audit report. The system of an audit by the external auditors includes audits on a six-monthly basis. The final report is prepared on the basis of the yearly reports.

Important checks & verifications by the External Auditors:

- Closing of previous years' accounts in the current financial year
- Purchase order/challans, Bill copy, payment voucher, Approval Copy
- Cashbook and bank book balance
- Bank reconciliation
- Appropriate approvals for cash payment made over the limits assigned
- Keep track of the commitments or contingent liabilities of the management.
- Ensure that all contingent liabilities are raised or disclosed in the financial statement
- Timely remittance of statutory liability of TDS, GST, Profession Tax, provident fund, gratuity, etc
- Other relevant issues

The Objections/ clarifications are sought by the external auditors during the process of audit and these closed promptly in order to complete the audit procedure in time.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)

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

Response:

ZIMCA is a self-financing Institute hence the mobilization of funds is mainly based on the tuition and development fee received from the students. To run the Institute efficiently funds are required for the following;

1. Capital Expenditure for infrastructure namely Building, Equipment, Computers, Library and Furniture & Fixture etc.

2. Recurring Expenditure for Salary

3. Administrative, maintenance & Operational expenditure as per statutory requirements.

The institute prepares the budget estimate to meet the above expenditure including the requirement worked out by the Institute which is compiled to estimate the total expenditure. This is to be met by the revenue from the fees, and income from other avenues e.g. Bank interest, Examination fee, R & D activities, Consultancy, academic & other programmes etc.

To run the Institute in a proper way and for uninterested functioning, the required funds are calculated and accordingly proposal send to fees regulation authority in their prescribed format for fee fixation. The approved fees by the fee regulation authority are collected from the student. Based on the estimated total

fee collection and the revenue from other sources, the Institute prepares budget estimates (Income & Expenditure) for submission to the Management for approval. In the process, the institute ensures 100% admission for mobilization of the fee. In case the essential expenditure of the institute exceeds the revenue, the management meets the deficit from the Trust / Bank OD facility.

The Institute takes care to incur expenditure judicially. There is a three-tier scrutiny mechanism for the release of payment of the bill and against other expense. The salary and allowance statements are checked by the Director before the release of payment. Bills and vouchers for maintenance etc also checked by the Section Admin Officer and Society's Account Officer. There is a centralized store department established with the well-designed process for all purchase by inviting quotations and by buying items of the required quality. The statement uploaded shows optimum utilization of funds by the institute.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

ERP:

The IQAC proposed and got sanctioned the implementation of upgraded and more advanced ERP - enterprise resource planning software that manages the entire administration, campus operations, and academic management in an efficient way because earlier ERP system was not compatible and user-friendly. Proper technical training to utilize ERP system is given to all concerning staff by the ERP vendor. A proper database uploading has been initiated.

EOMS:

Implementation of Quality Management System meant for an educational organization, which is risk-based thinking and an evidence-based approach by IQAC. The adoption of EOMS is a process approach and developing, implementing and improving the effectiveness of it, to enhance student (learner) and other beneficiary satisfaction by meeting their respective requirements. This EOMS implemented in the Institute on the following management principles:

- Focus on the student and other beneficiaries
- Visionary leadership
- Engagement of people
- Process approach
- Improvement

- Evidence-based decisions
- Relationship management
- Social responsibility
- Accessibility and equity
- Ethical conduct in education
- Data security and protection

After the implementation of EOMS, the following are the benefits

- Better alignment of objectives and activities with policy including vision and mission
- Consistent processes and evaluation tools to demonstrate and increase efficiency and effectiveness
- Institute able to demonstrate its commitment to effective educational management practices
- A culture for organizational improvement
- Widen participation of all stakeholders
- Stimulation of excellence and innovation
- Increase the credibility of the institute.
- Transparent and Robust system

This quality management system focuses on educational organization management practices as well as the impact of this on students and other stakeholders. This quality management system validates through ISO 21001:2018 certification. Which requires a high-level structure understanding, risk identification and its mitigation plan, action reports, etc. in-nutshell, processes for improvement of the system and assurance of conformity to the requirements of the student and other stakeholders, with the aim to enhance their satisfaction level.

To in-tune with the Institute's vision, the IQAC chose ISO 21001:2018 (EOMS) in lieu of ISO 9001:2015 because this new international standard is specifically meant for the educational organization rather than generic standard like ISO 9001:2015. It not only fulfills the purpose of ISO 9001 but also includes academic audits as well as protection of the interest of all the stakeholders and other beneficiaries.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The institute believes in continuous improvement in its processes. The institute abide to provide quality and holistic development for the learner through massive teaching-learning-evaluation, pedagogies, operational methods, and choosing apt learning outcomes at adequate intervals.   The institute plans continuous improvements on the basis of these reviews and the feedback from various stakeholders including learner. The two illustrations are as follow:

1. **Student feedback:** The institute has a proper mechanism for student feedback and its analysis system. The class coordinator collects the student feedback as per the feedback cycle. The Class Coordinator and Programme Coordinator, analysis the feedback and prepare individual-course-wise feedback analysis and submits the same to Director of the institute. The Institute Director glances on feedback and calls the meeting with Programme Coordinator and Class Coordinator to conform the feedback. The Institute Director calls individual faculty member meeting to discuss individual feedback and put Director's remark hon respective faculty Member's feedback. If The Institute Director has a positive remark that gives the faculty member appreciation. If the Institute Director gives corrective remark, then the respective faculty member prepares the Corrective action plan and discuss the same with the Director. Once the Director approves the Corrective action plan, the respective faculty member act on it to improvise the feedback.

2. **Result Analysis:** The Institute is obliged to conduct the SPPU examination as per the standard process led by SPPU as affiliating University. The Institute follows the examination code of conduct for the rigorous examination conduction in the Institute. After the Examination, the Institute receives examination result gadget from the SPPU within 45 days. The Class Coordinator with the help of Programme Coordinator performs the result analysis. The Result analysis consists of individual faculty result analysis, student result analysis, as well as a class result analysis. The Class coordinator calls a faculty meeting with the prior discussion with the Programme Coordinator and the Director, and with the prior permission of the Director. In Meeting, discuss the overall result analysis with all the present faculty members. The faculty members give their feedback and suggestions if required.

The class coordinator prepares and submits course-wise -> faculty-wise result analysis and submits it to the Director. Director glace and go through the individual result analysis and put the Director's remarks. If, the Director calls a meeting with Class Coordinator and Programme coordinator to discuss the result analysis. The Director calls each faculty member to discuss the result analysis. If the Result analysis is positive, the director gives a positive remark and appreciate the respective faculty member's efforts. If the result analysis showing down-fall, the Director suggests corrective actions. The respective faculty member who received corrective actions prepares corrective action plan and get Director's approval on the same.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 0.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
02	01	00	0	0

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

6.5.4 Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

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

Response:

The Institute's Internal Quality Assurance Cell (IQAC) takes various quality initiatives for quality assurance and quality reinforcement. The IQAC sets various policies, SOPs, and formats for quality improvements. The Institute has taken many quality initiatives in the last five years.

- Implementation of the Quality management system and certified with India's First ISO 21001:2018 certified Higher Education Institute
- Implementation of Outcome-based education with the course and program attainment level
- Organized Independent TEDxZIMCA event
- Introduction of Certificate / Value Added Programs to enhance employability.
- Assessment of learning levels of students after admission.
- Introduction of ICT based Teaching-Learning Methods
- Encouragement for Student Centric Methods like Participative Learning.
- Improvement in Internal Continuous Evaluation System
- Development of the Code of Ethics to check malpractices and plagiarism in research

- Introduction of 'Swachha Bharat Abhiyaan'
- Membership of National Institute for Personnel Managers (NIPM)
- Become Member SAP Student Training Academy
- Organized Asia-Level HR Meet
- Library Enrichment
- Adopted Experiential Learning Andragogy
- Registered ZIMCA Alumni Association
- Developed and upgraded Computer Lab
- Membership of MCCIA, National Digital Library, e-Shodhsindhu
- Establishment of Internal Quality Assurance Cell (IQAC)
- Development and Implementation of 'EOMS-Quality Management System"
- Introduction of the New and more transparent robust System of Documentation and Record-Keeping
- Organizing State Level and National Level Seminars/Conferences
- Establishment of Startup and Incubation Cell
- Establishment of Research and Innovation Cell
- Initiates the "Movement for Quality Education"
- Initiates the "Yes U Can" lecture series for youth Development
- Collaborates UN17 for better future sustainable development
- Get-Set-Go-4-MBA: an attempt as to the quality enhancement of the MBA program
- Induction in five-star Property to give student kicks to have a luxurious business life and encourage for MBA degree
- Initiation of "Demand" Magazine
- Designed and Developed student Manual with competency enhancement tips
- Design and developed KRA-KPI based Appraisal System
- Capstone based English language training

File Description	Document
Any additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 21

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	3	2	2

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2

1. **Institution shows gender sensitivity in providing facilities such as:**
    1. **Safety and Security**
    2. **Counselling**
    3. **Common Room**

Response:

ZIMCA never differentiate between male and female students or employees and provides them with equal opportunities. Necessary arrangements have been done for all stakeholders' so that they can ensure proper safety. 'Grievance Redressal Cell', and Internal Complaint Committee (ICC) has established to guarantee that problems and grievances, if any, can be resolved within a legitimate action. The institute has also evolved on-line grievance mechanism as per Prevention of Sexual Harassment (POSH) at workplace and Vishakha guidelines.

The institute emphasis on women empowerment and accordingly conducted sessions to make them self reliant and erase gender discrimination, for example, such event, every year during international women's day Insitute organizations useful and valuable sessions.

Safety and Security

The Campus is fully secured and safe for the faculty and students. To ensure professional security, the institute has outsourced security services to professional facility provider. The ICT based CCTV

surveillance. The Institute has following measures taken to assure safety and security at all-time in the campus:

- Display of emergency contact numbers, along with Emergency Response Team.
- First Aid box at the easily reachable common area (Office Area)
- Medical Room for staff and students in case they are sick or not well
- The Campus is under CCTV surveillance including Common Room, as well as circulation areas
- Vigorous security system with multiple checks at entry points, staffed by both male and female security personnel, for all persons and vehicles
- Heightened boundary wall and huge entry gate to ensure a safe and carefree environment from external nuisance.
- Peons and Staff ensure safety atmosphere at every corner within or around the campus
- Students and staff carry ID cards at all times and outsiders are checked by security staff with gate pass before allowing entry
- Female faculty and girl students are regularly counselled on safety and security through sessions on personal safety etc.
- Female Students and Staff are imparted with the knowledge of sexual harassment and how they need to behave to steer clear of such malpractices through various sessions. Additionally, the value system of the organization ensures an environment that is inherently safe and free from any nefarious activities.

Counselling

Zeal Institute of Management and Computer Application has a Mentor-Mentee activity format where the students and a designated Faculty handle the routine issues pertaining to personal and professional spheres of students. Other than that, a vigorous mentoring programme keeps the students connected with their mentors who can keep tabs on their academic and professional growth thereby addressing problems and helping their mentees reach their goals. The weekly meetings and mentoring-on the- go (MOG through WhatsApp), ensures that mentors are apprised of any challenges that their mentees may be facing and can provide real-time solutions to them. Counselling sessions are provided to help students unburden themselves and shed baggage to keep striving for greater achievements. Personal grooming tips given by the mentors allow students to get personalized feedback towards improvement.

Common Room

The girls' common room is equipped with a bed, separate washroom, and dressing mirror is placed in the Institute where ladies can take rest when they are sick or unwell.

In Girl's Hostel, the washrooms are maintained in hygienic condition with sanitary napkin vending machine.

The institute also has Boy's common room to facilitate both students and faculties if they feel sick or unwell.

Programme arranged in collaboration with the police.

Director had a meeting with Senior Inspectors of Narhe Police Station. Under Police KAKA scheme, a Policeman is assigned for student assistance. Lady Police squad viz.: Damini Squad visits Institute

premises regularly. Mentorship and communication with parents and students are carried out frequently to resolve problems if any. In all Industrial visits, excursions, study tours, female teachers accompany the students to take their care.

Internal Complaint Cell (ICC) Activities: The Institute has established ICC previously named as Women Grievance Cell conducts various awareness programmes and activities for the students and faculties on gender-sensitivity and gender discrimination. The institute fosters value-based and holistic development, to establish a healthy work environment in the campus. The ICC also conducts one meeting every semester with girl students and address the issues/grievances if any.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

Response: 34.31

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

Response: 17280

7.1.3.2 Total annual power requirement (in KWH)

Response: 50367

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 29.89

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

Response: 1958.4

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 6552	
File Description	**Document**
Details of lighting power requirements met through LED bulbs	**View Document**
Any additional information	**View Document**

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The institute has a keen approach to maintain a 'Green and Clean' environment at the campus. The Institute advocates the 'Institutional Social Responsibility' towards environmental preservation and protection. To nurture healthy institutional habits, the institute has an appropriate provision

for cleaning, hygiene, and waste disposal.

1. **Solid Waste Management:**

- The dustbins/waste-bins are kept at various spots like circulation area corners, faculty cabins, classrooms, inside the campus to collect waste.
- The corridors and, and outside the buildings in the campus, the waste-bins are kept on identified places and appealed to all the employees and students to use them to collect unnecessary things and garbage.
- The Faculty members and non-teaching staff utilized one-sided used papers for internal printouts (where used side content is of no use or of not valid/confidential) to avoid unnecessary garbage
- Old newspapers and both side used papers (where content is of no use or of not valid/confidential) are given for recycling with proper way.
- The institute advocates the waste management and activities best out of waste through various activities like eco-friendly Ganesh idol making competition, Mahatma Gandhi Jayanti Celebration as swatch-Bharat Mission were best from waste activity conducted.

2. Liquid Waste management:

- Liquid waste of washrooms, canteen, etc. directly connected to the septic tank and the tank is directly connected with Grampanchayat's (???????????) main drainage lines for further disposal.
- The sessions are arranged on the waste management and disposal awareness for the students and encouraged them to contribute to environmental preservation and protection.
- The institute is Management institute hence does not create any dangerous (which needs precaution or safety measures) like chemical, etc.

3. E-waste:

The Institute uses various types of ICT gadgets like – computers, printers, LCD projectors, Cables, Cd's, Lan cables, SMPS, Monitor stand, RAM, motherboard etc. These products become outdated after a few years due to advancement in technology. The institute has a write-off system where the outdated, unused, and dead ICT gadgets are written-off (scraped) in a proper way.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The Institute advocates UN-17 where "Pure water" is one of the objectives. The institute committed towards its social responsibility. Hence, the Institute advocates Rain-water harvesting as environmental preservation.

Rainwater harvesting is a technique of collection and storage of rainwater into natural reservoirs or tanks, or the infiltration of surface water into subsurface aquifers before it is lost as surface runoff.

- The institute has planted maximum trees in the campus with proper tree-earthy-pots which resist the running water and helps the percolation of water naturally in the earth.
- The institute has properly channelized the rainwater so that it directly goes to either soil or tree-earthy-pots.
- The institute has proper mechanism and piping to collect roof-top water and channel to the soil which directly increases ground water-level

Percolation of the rainwater can help recharge local aquifers, reduce urban flooding and most importantly ensure water availability in water-scarce zones.

The Impact:

Rainwater harvesting helps:

- To recharge the ground water-level
- To stop the erosion of land which also helps to increase cultivation quality of the land.
- The wells and bore wells will be benefited in nearby areas to save the scarcity of the water

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

ZIMCA always on a track to follow green practices and prominently support quality environmental preservation, decrease waste and conserve natural resources and energy. To have an environment-friendly institute always helps positive impact on the environment as well provides training for students, faculty and staff to become responsible citizens of the country.

Our institute has eco-friendly lush Green Campus with good-natured surroundings. It has a green campus spread in about 10 acres of area and offers sustainable solutions to environmental, social, and economic needs of mankind. ZIMCA has worked out the time-bound strategies to implement green and clean campus. The instiute has a gardener and a set of gardening equipment. The entire campus has landscaped with green grass, ornamental plants,oxigenate, and shady trees, making the campus very green and pollution-free ambience which has been beneficial to a good educational environment. The institute also has internal vertical guarden with indoor oxiginated plants.

The following steps contribute towards adoption of Green Practices:

Students, Staff Using:

1. **Bicycles** - Institute encourages the use of bicycles as an eco-friendly mode to commute. Institute always take an initiative to organize bicycle rally in the city during road safety week, Vivekananda Jayanti etc. Other initiatives like 'No vehicle day' is also conducted by the institute which helps in creating Pollution free campus, fuel-saving and minimizing traffic problems. Staff and students living in the nearby area of the institute always prefer to ride the bicycle or come by walking all the way to reach the campus.
2. **Public Transport:**

Pune Municipal Transport has started bus service up to campus gate at regular one-hour intervals. This has greatly reduced the usage of private vehicles by students and lowered the carbon footprint of our campus as a whole.

1. **Pedestrian-friendly roads:**

Institute has pedestrian-friendly footpaths.

1. **Institute's Transport Facility:** ZES has developed its own transport support for students and staff. The student and staff can avail of the transport facility on minimal charges.

Plastic-Free Campus:

Everyone in the campus has been informed about the use of '**Plastic**' as it is banned in all the campus except the permitted quality prescribed by the government.

Paperless Office:

ZIMCA decided to develop the paperless office which will be a great contribution to minimize the deforestation. Institute compulsorily makes use of ERP system for processes like planning and development, administration, finance and accounts, student admissions and examination etc. This has promoted paperless work culture also helps the faculty and staff to maintain and review attendance, academic record etc.. The other steps taken include e-newsletter, brochure for placements, e-brochure facility for admission, E-library etc. staff developed a software program to track students' attendance making it robust. Faster, effective and paperless communication with staff and students is facilitated through WhatsApp groups and emails.

Green Landscaping with trees and plants:

College creates the awareness about cleanliness, pollution-free environment and the green campus is spread by engaging activities like, 'Swatch Bharat Abhiyan,'Plastic free Pune City 'Tree plantation', 'eco-friendly Ganesh Visarjan' etc.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 0.82

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.0	0.0	0.89	1.35	0.89

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

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

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

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	
Any additional information	
link to photos and videos of facilities for Divyangjan	

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

Response: 27

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	8	4	6

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

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

Response: 13

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	5	1	0

File Description	Document
Report of the event	<u>View Document</u>

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

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

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	<u>View Document</u>
Provide URL of website that displays core values	<u>View Document</u>

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

Response: Yes

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

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

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

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

Response: Yes

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

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

Response: 51

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	13	11	10	6

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The institute enthusiastically organizes various national festivals and the birth anniversaries of great Indian personalities, where the institute never forgets to pay humble tribute to the great personalities on death anniversaries.

1. **Independence Day:** The institute celebrates an Independence Day as a tribute to the great victory and to remember the contribution of great freedom fighters of our motherland. The institute celebrates the day with other institutes of the campus with students, staff, parents and the society.

2. **Republic Day:** The institute feels pride and honour to celebrate the 26th of January as a National Republic Day. The day is celebrated to remember that India became the largest demographic civilization in the world by replacing the Government of India Act. The Zeal Education Society in the year 2018-19 prepared a Giant human Map to pay the tribute to our inspirations Bhagat Singh, Sukhdev Rajguru which is a world record.

3. **Mahatma Gandhi and Lal Bahadur Shastri Jayanti:** The institute celebrates every year Mahatma Gandhi and Lal Bahadur Shastri Jayanti on October 2nd to commemorate the birth anniversary of the father of the nation and 2nd prime minister of the Republic of India respectively. On the auspicious occasion of Mahatma Gandhi Jayanti on 2nd Oct. Institute carried out with various activities like Best out of Waste and cleanliness drive in and around the institute.

4. **Teacher's day:** The Institute celebrates Teacher's Day on the auspicious occasion of Dr Sarvepalli Radhakrishnan birth anniversary. On this day students arrange various programs to tribute to Dr Sarvepalli Radhakrishnan and pay respect to their teachers.

5. **Chhatrapati Shivaji Maharaj Jayanti:** The Institute Celebrates the Shiv Jayanti to give honour and tribute to our beloved king Shri. Chhatrapati Shivaji Maharaj as he is a pride of each Maharashtrian, a great warrior and administrator, indeed a source of inspiration to all over the world.

6. **International Women Day:** As the Institute advocates UN 17, the institute celebrates the 'International Women day' to promote gender equality and Women Empowerment.

7. **Festival 'Shri Krishna Janmashtami:** Krishna Janmashtami is celebrated as the birthday of Lord Krishna who is an incarnation of Lord Vishnu. On this auspicious occasion, the Institute conducts various colourful events on the campus.

8. **World Entrepreneurship Day (WED):** The Institute celebrates WED to motivate students for

sculpting their career under "Yes U Can" motivational series, which is aligned with UN-17 goal i.e. youth employability.

9. **Vachan-Prerana Diwas (???? ??????? ????):** In 2015, Education Minister Shri. Vinod Tawdeji declared the birth anniversary of Dr A P J Abdul Kalam as 'Vaachan Prerna Diwas'. Since last three-year ZIIMCA is celebrating this day to encourage students to read books for realizing the importance of reading habit in day-to-day life.

File Description	Document
Any additional information	[View Document](#)

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

Response:

The Institute's ISO 21001:2018 (EOMS) itself exibits total transperancy in all its affair with special focus on student (Learner) and other stakeholders. This is the only Internatioal standard certification which is meant for Educational Organiztion perspective and mandate the transparancy in communication process with all stakeholders. The Institute has defined its Value system to nurture healthy and transparent conduct and work culture. The Institute has defined various policies, procedures aligned with framework articulated by various rules, regulation and norms articulated by a various competent authority like SPPU, DTE, and AICTE etc.

1. **Financial Functions:** The institute has robust financial policies where transparency and ethics are imbibed all over the financial replications. The institute is unadded private Institute and the main source of the income is Institute student's tuition and development fees approved by FRA
   - The fees structure of the Institute is fixed up by FRA on the basis of a proposal submitted by Institute, within the stipulated time.
   - The approved fees structure is communicated through website institute brochure and admission counsellors.
   - After admission the student pays applicable fees as per the payment schedule and get in consideration receipt of the same.
   - The Institute encourages, advocates, and practices digital payment for all type of transactions, fees payment, vendor payment, salary, etc. Like-wise.
   - All the transactions of the institute are properly recorded in the double-entry accounting system and audited by external agencies.
   - The deadstock register is maintained properly
   - An annual budget is prepared with the help of all staff members and finally get it approved from Top Management.
   - The approved budget is distributed and utilized as and when required with proper process and approval.
   - To maintain the expenses within a limit, periodic budget utilization review is taken
2. **Academic Functions (Teaching-Learning):**
   - The institute prepares academic calendar at the start of each academic year in academic calendar meeting, which is displayed and followed, this shows the transparency.

- The institute considers the faculty specialization and course choice and then the load is allocated
- The faculty and programme coordinator monitors student attendance regularly
- The course study material, notes, question sets, exam timetables circulated to student' time-to-time.
- The course teacher prepares CIE structure as per SPPU guidelines
- The institute conducts all internal and external examinations with complete transparency, as per SPPU guidelines

3. **Administrative and auxiliary functions:**

- The institute always adheres to the rules and norms articulated by Competent Authorities like AICTE, DTE, SPPU, Govt. of Maharashtra etc.
- The Institutes communicate various activities, functions, as well as various mandates to the students through notice/circular.
- The faculty Service books are prepared and maintained time-to-time
- The institute maintains the staff attendance muster and Bio-metric attendance record
- The institute maintains leave records of the staff systematically
- To improvise quality the institute plans, conduct and analysis Feedback from students, parents, faculty, alumni, employers, stakeholders are taken regularly.

To support the Institutional functions the Institute has developed the proper EOMS-Quality Management System (QMS) to develop ethical and transparent functions.

File Description	Document
Any additional information	[View Document](#)

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1. **Title of the practice: Derived Performance Goal –Setting techniques**

Objectives: At Zeal Institute of management and computer application, we set our yearly SMART(Specific-Measurable-Attainable-Realistic-TIme-bound) Goals which are derived from the feedbacks, need and expectations from the crucial stakeholders by the mechanism of SWOC (Strength-Weakness-Opportunity-Challenges) analysis.

The ultimate aim is the satisfaction of our stakeholders. Goal setting is important for the institute to determine its strategy for growth. All the stakeholders serve as sources for identifying the roots of defined goals. Timely received feedback from various stakeholders can help the institute to set relevant and effective goals and to put it into action to respond positively and timely to the perceived institute's vision and mission.

The Context: In today's rapidly changing environment of academic institutions there is an urge for

Continuous quality improvement of higher education services. Academic Institutions are abode by the quality improvement process and are influenced by many groups of entities interested in the quality of higher education – stakeholders. In the pursuit of managing the quality, it is necessary to know the level and determinants of it. Stakeholder satisfaction is one of the critical success factor and a key performance indicator. To create value for our stakeholders and sustainable growth of the Institute it is an appropriate strategy to get to know what are their needs and expectations, their perceptions about Institute's services and also consider their feedbacks, this helps in many processes to improve quality management systems such as verification of vision, mission and quality policy, and also for the development of Institute's appropriate goals. This goal setting technique makes the Institute sustainable and agile.

The Practice: For effective goal setting, it is necessary to have specific and relevant information regarding the internal and external environment. The information (in terms of feedback) composed by considering both internal and external aspects affecting the institute. Rationally, strengths and weaknesses are derived from the factors affecting internally, which are controllable. Whereas, the challenges and opportunities can be anticipated from external uncontrollable factors affecting the institute.

The set of Feedback forms are designed which can be used for all sorts of decision-making to gather relative information from our stakeholders i.e. Students, Parents, Alumni, Staff and the related Industry persons which enable us to build up proactive and risk-based thinking, rather than relying on instinctive reactions.

Once we pull together, the relative responses through our stakeholders from various gatherings like Parents Meet, Alumni Meet, Mentor-Mentee, employer feedback, Students Feedback Forms, our team analyses the collected data and come up with the specific information. After elongated brainstorming, specific concrete points are jotted to frame the Strength, Weakness, Opportunities, and Challenges of the institutes. The precise report of SWOC prepared. This method exhibits our best aspects i.e. transparency, and stakeholder participation.

Evidence of the Success: With this technique, we designed very relevant and SMART Goals. For fair analysis, we try to get maximum responses from our stakeholders that too not for the sake of doing it but by explaining to them the importance of their feedbacks.

This also promotes transparency in goal setting affairs and makes stakeholders our Partners in our commitment to improvement. Through this, we set SMART goals and achieved them, for example, the majority of our students are from a rural background, lacking in business language (English) skills so we had conducted rigorous training on the same at a very initial start of their Program and also established a Life skill department to make our students equipped with life –skills.

To strengthen Zeal's Industry-Academia relationship we have collaborated with the National Institute of Personnel Management (NIPM) and started NIPM Student chapter. We have coffee-klatch sessions with Industry people in which we get resource persons from NIPM and discussion held on various expectations of Industry from management students. As a result, we launched SAP Student Academy, Real estate finance program likewise employability courses.

Feedback from our own Management inspires us to implement a quality management system and so our institute becomes the first in India, ISO 21001 -2018 certified. This ISO standard meant only for Educational organizations.

Problems Encountered and resource required:

This Goal –setting technique is a derivative of Stakeholder's feedback mechanism where it is a complex and time-consuming activity because of various levels of stakeholders required and difficult to get them all at one time.

2. Title of the practice: Experiential Learning as a teaching andragogy.

Objectives: *I hear, and I forget. I see, and I remember. I do, and I understand*" — Ancient proverb.

Belief on the above proverb, deep learning takes place by doing. To develop new skills, new attitudes or a new way of thinking among our students, we adopt experiential education teaching andragogy. Experiential education first immerses the student in an experience and then encourages reflection about the experience which advances outcome-based learning specifically focused on employability skills.

The Context: One of the major reasons for an educated graduate's unemployability in our country is the wide gap between Graduates and Employable graduates. Employability also means that institutions and employers have supported the student knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce.

Graduate Employability means that the students from higher education have developed the potential to get hired on the job and/or create a job by learning employability skills. Learning a skill means trying hands on it subject to the condition when there is no harm in simply trying it so why to resist to "give it a shot." By Experiential learning, our students get an opportunity to apply theory and academic content to the real –world experiences either within the classroom, the community, or the workplace which facilitates program outcome-based learning that is specifically focused on employability skills. It facilitates learning outcomes and encourages reflection and application of skills and knowledge in contexts that make students Industry ready and civilized.

The Practice: At ZIMCA, our teaching faculty embedded employability awareness, perspectives and activities into regular timetabled courses and activity. Our faculty embedded experiential learning in both settings classroom-based like role-play, simulations, case studies, presentations and various types of group activities, as well as Field-based like an internship, service learning etc.

An exclusive form of experiential learning we practiced, is the field-based experiential learning in which our students immerses in real-world experiences to take an insight in-depth and create an understanding of the situation and developing problem-solving capability.

A framework for this activity is as follows: Concern course faculty

- Decides which parts of the course can be instructed more effectively with experiential learning in real-world context.
- Mapped which are the potential activity match the course learning objectives.
- Plan how the potential activities complement the overall course of study.
- Provide opportunities for students to apply knowledge and skills in solving complex real-world problems.
- Designed the grading criteria and evaluation method that would match the proposed activity

Once a potential activity has been identified, it has to be framed properly to be fully experiential and respective report has been prepared. Students in a team should be given the opportunity to consult industry/local community, which allows them to work with industry / local community partners on real-world business issues, giving them the perfect opportunity to apply their learning outside the classroom and gain new perspectives on business and more.

Stages in this learning process:

- Active Experimentation
- Concrete Observation
- Reflective Observation
- Abstract Conceptualization.

Evidence of the Success: Experiential learning helps in developing real-world problem –solving skills of the students. It focuses on student's reflecting on their experience of doing something, so as to gain conceptual insights as well as practical expertise. While doing the assigned activities, the challenges faced and experience gained by our students which eventually followed by a reflection of those experiences leading to real-time learning and so students become more Industry relevant.

Students also experience total involvement in such activity which helps them to understand the know-how and applications of their theory and academic knowledge. For example here are the few samples in detail to understand how it works (http://zimca.in/teaching-androgogy-repository/)

- **Problems Encountered and resource required:**

Students Psychological Barrier and hesitation to approach Industry/ local community. Redundancy in support from industry personnel. Affiliated university rigid pattern of classroom lectures create time constraints.

3. **Title of the practice: Pre-placement finishing sessions.**

Objectives: The concept of finishing sessions is instrumental to train our students on how to turn their degrees into careers. Through these sessions, we mould our students into priced assets who are ready to face any challenge head-on in their workplace.

The Context: At ZIMCA, we have a majority of students from a rural background and many of them are not from English medium school, in addition, we don't have choice for the student selection with a specific skill set but to achieve our vision we also commit to make our students employable management graduates commensurate with their individual potential. Management programme's primary requirement is command on global business language (English) and also students need professional competencies. So to address this demand we practised these pre-placement finishing sessions.

The Practice: Our placement coordinators embedded the finishing sessions in regular sessions. At the beginning of academic sessions, faculty do an assessment of our inducted students to prepare their

individual development plans as far as professional and communication competency concerns. Our in-house life skills department takes care of the development of professional competence of the student and also an external trainer to whom we assigned the task particularly training on business language by using capstone project methodology conducted. We adopted the 70-20-10 model is the right –mix from our student's perspective in which 70—for professional competency,20---for business language (English) and, 10---for counselling on resume writing skills, selection of sectors, etc. Apart from excellent training, the students also receive the best personal support throughout the year of their training.

We also have coffee –klatch sessions with industry persons with that ZIMCA able to engage business leaders and entrepreneurs throughout the academic year to give our students a "practitioner's perspective"**.**

Evidence of the Success: These sessions are really very helpful for our students .we witnesses gradual improvements in them and few samples are here for the references

Psychometric report of the student... , Potter's earth report of the student …… Ennegram report of the student………… pre-session videos of students (English)….and post –sessions (English) videos (http://zimca.in/video-gallery/)

Problems Encountered and resource required:

· Students attitude and perception of considering soft skill sessions not so important and so less attendance.

· Getting time of industry person from their busy schedule.

· Grooming required from the genesis level.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

The Institute's vision essential aspect is the employability quotient of our students and the protagonist is the student. There are multiple aspects through which the employability quotient of a student improves.

Saying by Louise Hay "Every thought we think is creating our future."

To onset the very positive thought about the MBA as a career among our students and to give them a kick

for it, we had organized our induction Program and Get Set Go 4 MBA Program at a 5-star property of a business Hotels at Pune. With a very unique thought, to give them the feel /experience that such a business luxurious life could be a part of their life. It's a well thought designed residential program conducted at MARRIOT, TAJ Gateway like hotels where industry epitomes share practitioner perspective with our students and give insights industry expectations, corporate life, etc. Renowned Motivational speakers like Mr. Minochar Patel, Ms. Mishti Verma and many more ignited sparks among students.

We got a lovely response from MBA aspirants about this program. Students expressed their feelings by these words-" sir, when we enter in such 5-star property, hesitating even to operate a lift, don't know how to behave but your program boost confidence and aspire us to go for MBA for achieving such kind of lifestyle."

As ZIMCA wants to be student-centric so in that line, ZIMCA earned the status of being First in India, Higher education institute ISO 21001-2018 Certified. This certification itself is distinctive as it is drafted specifically for Educational organizations Only, with the specific focal point students (learners) and other beneficiaries. By getting certified with this the international standard certainly, ZIMCA can claim that it is at par, globally as far as the best services provided to the students from their learning perspective.

ZIMCA focuses on the employability quotient of students with this line, we prepare our students for industry through Finishing sessions as well as the implementation of suggestions given by industry experts in our coffee- klatch sessions. We inculcate entrepreneurial spirit among our students whether aspire to become job seekers or job givers. We have actively functional entrepreneur development cell under which budding entrepreneurs are incubated, mentored & nourished.

ZIMCA exhibits in all its practices that "all is well with us".It organized the first ever kind of NBA orientation Workshop at the national level where speakers were the policymakers and participants were from all over India that too Director and trustee level. Have glimpses here (http://zimca.in/video-gallery/).....

ZIMCA organized HR MEET (NATCON) with the collaboration of NIPM, with an intention to bridge the industry-academia gap. Almost 1100 HR from all over ASIA participated in this event have a glance (http://zimca.in/video-gallery/).......

ZIMCA's OCTAPAC (Openness, Confrontation, Trust, Autonomy, Proaction, Authenticity, Collaboration), and Clan dominant culture is the distinctive strength of the Institute. We believe Human Resource is the most valuable resource, Happy employee, the stress-free employee is the most productive and highly engaged employee. At ZIMCA, the employee retention ratio is so high and a majority of the employees advocate and appreciate the existing culture. Give an example of our support to employees we have faculties who joined after maternity and we are relaxing them to go and feed their babies with empathy attitude. For Male faculty also we give due consideration for their personal commitment like Fatherhood duties, medical visits of their pregnant partners likewise. We also give due consideration to the individual development of the employees so give research scholars relaxation with pay to complete their course work and many likewise. This OCTAPAC and Clan dominant culture is not only limited to staff but also exist for students.

Valuable appreciation from the Vice-Chancellor of SPPU for our distinctive approach to inculcate inquisitiveness and research attitude among our students. In a faculty-student partnership, almost 18 research papers had been published in a reputed UGC listed journal(the year 2018-19). We perceived this

as a distinctive achievement because, with determination and perseverance, we made it with the kind of admitted students(Rural Background). Proud to share that we experience the pride of contentment in teaching and mentoring those students who are raw, challenging but interesting.

5. CONCLUSION

Additional Information :

ZIMCA is a stakeholder-driven Institute. It's all affairs centered to the stakeholder and for the stakeholder and even by the stakeholder. We value and practice "WE PRIDE" (W-Work as Team, E-Empathy, P-Passion, R-Result Focus, I-Innovation, D-Dignity, E- Excellence) as our value system.

ZIMCA's approach is design-thinking in its functioning. The explanation of this is our process of designing and setting strategic goals. We empathize with all our stakeholders to understand their needs and expectations, put efforts rigorously to understand their needs and problem. As participative management several brainstorming sessions conducted to address challenges, to meet need and expectation of our stakeholders and derived relevant strategic goals which ultimately aims to provide satisfaction to all our stakeholders, in this sense among our staff, design-thinking instills and that's why we call us design thinker. Also, endeavor to make our student design thinker with problem-solving skills, not an excuse maker.

ZIMCA's existing culture is 'OCTAPAC' and clan dominant. This clan dominant, claim by the institute is on the basis of 'Research' done in the institute to analyze the DNA (culture) of the Institute with an intention to adopt positive changes to achieve vision and sustainability.

To create a niche in the field of management education through our student-centric delivery, ZIMCA evolved as a unique Institute of its kind where, besides running the normal program specified by the regulatory bodies, a plethora of learning experiences will be inculcated to educate and nurture young management graduates.

Concluding Remarks :

The institute is committed to provide an enhanced academic ambiance that allows students to flourish and enhance their employability quotient so that they can contribute to the community as mindful leaders, dutiful citizens, and hence nation-builders.

At ZIMCA, we aspire to transcend VUCA with Visionary Intentions, Deeper Understanding, Clarity and Innovation and Agility in Navigation through our practitioner perspectives teaching-learning process. We at ZEAL do not do different things but we definitely do things differently to develop competent managerial human resources for the industry, to meet the future requirements of a volatile world, throwing challenges of managing resources, finances, materials to satiate the future needs of the humanity. Such leaders need to demonstrate social commitment and ethical values for success. In nutshell, at ZIMCA, we instill in them the traits -Zealous, Exuberant, Agility and Liberal.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	Number of certificate/diploma program introduced during the last five years 1.1.2.1. **Number of certificate/diploma programs introduced year-wise during the last five years** Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>2</td><td>1</td><td>0</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1</td><td>1</td><td>0</td><td>0</td><td>0</td></tr></table>
1.1.3	Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years 1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>4</td><td>3</td><td>2</td><td>2</td><td>3</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>2</td><td>1</td><td>2</td><td>0</td><td>0</td></tr></table> Remark : Paper setter, examinar, observer moderator not considered
1.3.2	Number of value added courses imparting transferable and life skills offered during the last five years 1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 03 Answer after DVV Verification: 00 Remark : Value added courses are offered outside the curriculum
2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
18	0	02	07	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
20	0	0	0	0

Remark : Revised as per UGC journals found in the data template

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
19	00	02	06	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
19	0	2	17	4

Remark : Revised on the basis of books and conference proceedings attached.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	02	01	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	01	0	0	0

Remark : Only award considered

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	2	2	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	1	1	0

Remark : Revised as per supporting document

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	0

	Answer After DVV Verification :				
	2018-19	2017-18	2016-17	2015-16	2014-15
	4	1	1	2	0

Remark : Revised on the basis of MoUs attached

4.2.3	Does the institution have the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases Answer before DVV Verification : A. Any 4 of the above Answer After DVV Verification: A. Any 4 of the above
4.2.4	Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs) 4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2818	1464	495	120	158

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2.82	1.46	4.95	1.20	1.58

Remark : Revised as per the certified document by CA

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

18.50	27.29	2.55	3.58	3.61

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
36.73	32.93	3.91	6.39	6.23

Remark : Revised considering Repairs and Maintenance alone from the certified statement of accounts attached.

| 5.1.3 | Number of capability enhancement and development schemes –

1. For competitive examinations

2. Career counselling

3. Soft skill development

4. Remedial coaching

5. Language lab

6. Bridge courses

7. Yoga and meditation

8. Personal Counselling

Answer before DVV Verification : A. 7 or more of the above
Answer After DVV Verification: A. 7 or more of the above |
|---|---|
| 5.3.3 | Average number of sports and cultural activities/ competitions organised at the institution level per year

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	9	9	9	8

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	6	4	4	3	

5.4.2	Alumni contribution during the last five years(INR in Lakhs) Answer before DVV Verification : 1 Lakh - 3 Lakhs Answer After DVV Verification: <1 Lakh
7.1.1	Number of gender equity promotion programs organized by the institution during the last five years 7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years Answer before DVV Verification:

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	6	4	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	3	2	2

Remark : Revised considering only Gender Based programs

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 130 Answer after DVV Verification : 480