SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ZEAL EDUCATION SOCIETY'S ZEAL INSTITUTE OF BUSINESS ADMINISTRATION, COMPUTER APPLICATION AND RESEARCH

SURVEY NUMBER 39, NARHEGAON, TALUKA-HAVELI, PUNE, MAHARASHTRA, 411041
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Zeal Education Society (ZES) was established in the year 1996 under the able and dynamic leadership of Shri. S.M. Katkar an eminent industrialist committed to the noble cause of education. Zeal education society is committed to culture of redefining excellence and provides quality education in the field of engineering, Polytechnic, Management and basic and higher school education. The institute has 02 campuses in Pune and 01 campus in Sangali, Maharashtra, India. Over 10,000 students are currently enrolled with the Society in its various courses and provides education from Pre-primary to PhD courses. Being an industry-oriented Technical Institute, it is continuously expanding its scope to introduce new and upcoming courses to ensure the best possible future for its students. All the institutes are recognized by the concerned statutory authorities and they meticulously fulfil the norms and standards laid down by these statutory authorities.

Zeal Instiute of Business Administration, Computer Application & Research is private, unaided self-financing institution established in the year 2007. The institute offers two Post graduate programs MBA and MCA curretnly of 2 years. For MCA, from 2020 syllabus pattern the proram is of 2 years(earlier it was of 3 years). MBA offers speciliastion in Finanical management, Marketing management Human resoyrce management, Operatins and Supply Chain management. and Business analytics.

The institute is also granted as PhD research center in Computer applications and financial management, marketing and Human resource management under Savitribai Phule Pune University, Pune (SPPU) since 2020-21.

It has a total MBA and MCA intake of 120 and 60 students respectively. All the courses are approved by All India Council for Technical Education (AICTE), recognised by Directorate of Technical Education and affiliated to Savitribai Phule Pune University, Pune.

Vision

Vision

To be recognised as a Management Institute of Excellence by developing an individual's potentials in the field of Management through spread of knowledge and wisdom in an intelligent environment

Mission

Mission

By enriching the knowledge and enhancing the facilities through management education with relevance of industry and society as a whole.

By facilitating a harmonious symphony of excellence in teaching with a practical approach which shall be synonymous with academic rigor, research culture and sustained efforts to maximise value based education.

By developing holistic focus on character building along with a range of curricular, co-curricular and extracurricular activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Excellent teaching learning process incorporating outcome based education.
2. Conduct of rigorous Addon programs
3. Experienced, skilled and dedicated faculty.
4. State of the Art infrastructural facilities.
5. Customized ERP system for e-governance.
6. Efficient training and placement cell.
7. Digital library facility with access to national and international e-journals and e-books.
8. Support to faculty for pursuing higher studies.
9. Co-curricular and extracurricular activities for holistic development of students.
10. Availability of excellence centers in all the departments.
11. Recognized research center affiliated to Savitribai Phule Pune University, Pune.

Institutional Weakness

1. Admitted students are of low merit in few cases
2. Less number of paper in quality publications such as Scopus Indexed, ABDC
3. Less number of patents.
4. Less number of faculty members in higher cadre.
5. Being only 10 years old, the alumni could not make significant impact on society.

Institutional Opportunity

1. Establish the brand of institute in the society at large as a first choice of stakeholders.
2. Faculty motivation for qualification improvement through the research centers and institute of repute.
3. Foster research and development activities at large.
4. Promotion for Interdisciplinary research.
5. Inculcation of social responsibilities.
6. Achieve the NIRF ranking

Institutional Challenge

1. Attract meritorious students.
2. Attract and retain faculty of higher cadre.
3. Improvement in campus placement for all programs
4. Enhance research through patents and publications in standard journals
5. Motivate students for higher studies
6. Enhance employability skills of students in rapidly changing global scenario

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1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute adheres to the SPPU-approved curriculum in accordance with AICTE guidelines for MBA and MCA programmes, as well as the institute PDCA cycle, to ensure that the academic process runs smoothly. The syllabus was revised in 2019, and the CBCS (Choice-Based Credit System) was introduced. Implementing CBCS ensures flexibility. Our some faculty members were part of curriculum development and revision. Faculty members are active in co-curricular planning, implementation, and university examination evaluation methods. Effective curriculum delivery is ensured through well-planned procedures that are carried out in a methodical manner through the academic calendar, workload distribution, staff orientation, LMS, continual concurrent evaluation for internal assessments, and external exams administered by the institution. The programme head, academic committee, IQAC, and Director conduct periodic reviews and monitoring to ensure effective curriculum delivery. The curriculum gives knowledge, skills, and competences to students during their studies, and in addition to the specified syllabus, the Institute provides content beyond activities such as training programmes and certification courses to improve the curriculum through value addition. Course outcomes for various courses are designed to maximise the potential benefits. The course outcomes also assure the achievement of certain Programme Outcomes (Pos).

According to guidelines, the institute has offered 42 additional courses in last five years and conducts co-curricular activities to address themes related to recent advances and trends that go beyond curriculum. It is intended to assure increased knowledge, skill, and competencies. Both curriculums provide experiential learning through projects, work/fieldwork, and internships, with around 95% of students completing those internships. The institution incorporates cross-cutting problems such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into its curriculum through various courses as well as co-curricular and extracurricular activities. Online/offline feedback from stakeholders is collected and assessed in accordance with curriculum design, and an action taken report is made available on the website. The feedback is taken into consideraton for Aacdemic activities before commencement and each semester and suggestions/observations are.taken into consideration.

Teaching-learning and Evaluation

Teaching-learning and Evaluation process of the institute encompasses the methods, strategies, and activities to facilitate learning and assess students' progress and achievement.

Students are admitted through Centralized Admission Process (CAP) by DTE, Government of Maharashtra. All the seats including Institute level seats are filled through CAP ensuring transparency in the admission process. Admission process ensures inclusion of students from all types of categories as per policy of Government of Maharashtra.

Institute has qualified and experienced faculties as per AICTE specifications. To ensure overall development of faculty members, Institute motivates them to participate in various workshops, seminars, conferences, FDP and University responsibilities.

Institute has Academic Planning and Review Committee (APRC). The APRC designs the Academic calendar earmarks academic activities, events, evaluation schedule and other activities. Teaching is based on course plan

made by the course coordinator and approved by Programme coordinator, Academic head and the Director.

Institute promotes student centric methods such as experiential learning with regular industrial/field visits, industry projects, video based learning etc., Participative learning with research paper, case study, assembly, competitions etc. and problem-solving abilities with quiz, concept maps, infographics etc.

The Institute has maintained adequate infrastructure and ICT enabled tools for learning and self-development of students. Mentor-Mentee activity address various issues faced by the students. Institute conducts remedial actions as required.

The evaluation processes are dynamic and updated from time to time. Assessment is one or more processes which is carried out by institution, that identify, collect and prepare data to evaluate the achievement of course outcomes and program outcomes. CO-PO attainment is calculated for each course using different assessment tools. Attainment level of all COs is obtained based on the student's performance in the internal and external examinations. Course exit survey is taken from students. Assessment methods are categorized into two as direct method and indirect method to access Course Outcomes and Programme outcomes. The direct methods display the student's knowledge and skills from their performance in the continuous internal assessment tests (CIE I and CIE 2), Term end examinations and supporting activities such as seminars, assignments, case study, group discussion, online quiz, mini project etc.

Research, Innovations and Extension

The Institute has well established Research centre for Management and Computer applications domain under SPPU to inculcate research culture in the Institute and is responsible for all research activities.. The Institute conduct internal review and six-monthly progress of the registered candidate through Internal-external experts. The Institute has pool of registered PhD guide and students on various specialisations are registered under their guidance. Few faculty members of the Institute are recognized research guides by SPPU and their students are in the process of award of PhD. Adequate resources viz experienced faculty members, library, e-journals, journals, online resources, magazines and ICT facilities for research are available.

The Entrepreneurial Development Cell has been set up by the Institute. It acknowledges accomplished alumni entrepreneurs through awards such as the 'Audacious Alumni' and 'Successful Woman in Management'. Encouragement is given to initiatives like inviting first-generation entrepreneurs who have achieved success to share their stories with students on campus.

The Institute promotes start-up, and create eco-system for collaborative knowledge association. To promote startups , the institute conduct various study tours, field visits and industrial visit and arranges guests sessions for the creation and transfer of knowledge/technology.

The institute organizes 'Colloquium' where a theme for brainstorming and discussion is given and faculty members presents discuss their research or ideas on a particular topic.

The Institute conducts various number of workshops/seminars/conferences on Research Methodology and Intellectual Property Rights (IPR) to promote research , innovation and creativity among students and faculty members.

The Institute motivates faculties and students to publish their research work, Books/ Book chapter in

seminar/conference/reputed journals/publications. The Institute publishes annually Dnyanganga Management Journal (ISSN Indexed Journal).

As a moral obligation and commitment to society, endeavours are undertaken to fulfil corporate social responsibilities for the local community by organizing social activities. The Institute partners with organizations to exchange knowledge and conduct research initiatives.

The Institute has signed MoUs with the industries and companies for conduct of various training, placements, projects and career guidance sessions as a part of student/faculty exchange. Faculty members are working as BoS member under Institute-Institute collaborations.

Infrastructure and Learning Resources

The institute has adequate physical and academic facilities required as specified by AICTE. The infrastructure is fully supported with ICT facilities where the Classrooms, computer laboratories, seminar hall, and the tutorial room is well equipped with projector and display screen to cater the need of academics and other activities required to teaching-learning. The Institute also having ICT enabled surveillance (CCTV) and Wi-Fi facilities. Ramps and lifts are provided for differently-abled students. The Institute plan and policy for the development and maintenance of the available facilities as and when required.

Institute has a Library with 200.03 sqm area, including stack room and reading room. Library uses "AutoLib" as LMS with Web-OPAC module. The library provides various learning resources like books, journals, e-books, e-journals, J-Gate, EBSCO, Springer. Digital library is having with 10 multimedia PCs. Library has a membership of National Digital Library to provide various e-resources to the users. Plagiarism checking facility is provided by the library.

High bandwidth internet facility is available in the institute. Institute has adequate IT infrastructure which is updated and upgraded continuously as and when required. A leased line Internet connectivity of 500 MBPS from TTML with Dual Path is procured for Zeal Nahre campus of which 100 MBPS bandwidth is available for ZIBACAR through Leased Line connection. The maintenance of computer, Internet Wi-Fi networking, and installation of software and maintenance and up gradation of hardware is conducted by lab technician. The Institute has centralized facility for maintenance and upkeep of the infrastructure, campus facilities and equipment. Housekeeping agency maintains cleanliness and hygiene.

Institute provides campus level well equipped dance studio, music studio, recording studio and photo studio under Cultural Center to nurture the holistic development of faculty and students.

Institute provides campus level sports ground for various in-door, out-door games. Yoga and Vipassana Centre is available for the faculty and students to practice the meditation.

Every year annual sports function "RANANGAN" and cultural fest "UDAAN" is organized in the ZES campus for the students. Separate gyms are available in the campus for boys and girls. Chhatrapati Shivaji Maharaj Auditorium is available for various programs.

Student Support and Progression

The Student Support & Progression is a comprehensive framework designed to enhance student success and academic progression within educational institutions. We as an Institution provided all benefits of scholarship & free ships to all eligible students as per government guidelines in last five years. Capacity Development & skill enhancement is always a core function for any organization which will improve student's skill and knowledge. We have covered multiple soft skill session, language lab & communication skill session, life skills session & computing skill session which has helped student in holistic development. post graduate students have best opportunities available after their post-graduation and we have provided number of sessions to our students which help them to do their career planning. Multiple counseling sessions by industry experts given core guidance about industry expectation and reality about all sectors.

The institute were having core values in terms of handling all types of grievances which includes sexual harassment & ragging cases. we are very strict about implementing guidelines given by statutory and regulatory bodies. we have organizational awareness and undertaking on policies with zero tolerance. we have made separate mechanism for submission of student grievances which can be submitted online as well as offline. we have made system which will timely redress the grievances through appropriate committees.

Our institute is known for best placement track record for both MBA & MCA. we have excellent companies for placement. we have provided multiple opportunity during last five years to all students to go for state, national & international level examination. we have suggested all students to go for multiple examinations like NET, SET, Civil Services etc. We have many students in last five years who have received multiple awards and medals for outstanding performance in sports & cultural activities at University, State & national level. Many of our students have participated in sports & cultural activities as well as in programs in last five years. we have registered alumni association where in many alumni's have contributed in various way for institutes activities by visiting institute as well as by taking many sessions for a fresher's batch.

Governance, Leadership and Management

Governance & Leadership:

The institute's governance and overall procedures derive from its vision and mission. The Institute has a hierarchical organogram enabling decentralized framework that operationalizes the plans formulated by various statutory bodies including Governing Body, CDC and non-statutory bodies like Academic Cell, Research Cell etc. Through the effective leadership of the Director, deployment of strategic plans involves active participation of faculty, students and other stakeholders. By developing holistic focus on character building, the institute conducts various curricular, co-curricular and extracurricular activities in Strategic plan (2018-2023).

The institute's governance model blends centralized and decentralized decision-making. Actively promoting decentralization, the governance structure encourages increased participation in decision-making processes.

e-governance:

The Institute has well defined e-governance policy that helps in the operationalization of administration, Students support, finance and examination through ERP for effective teaching and learning process.

Staff welfare and appraisal:

Institute has effective policies and mechanism of welfare for all staff to ensure that good personnel are retained and new are also attracted to be a part of the Institute.Also teaching and nonteaching staff are evaluated through structured performance appraisal system.

Financial support to teachers:

Teaching staff are provided with financial assistance for participation in conferences, faculty development programmes (FDP) etc as mentioned in research policy of the Institute.

Participation in FDPs: Teaching and non-teaching staff are motivated to attend FDP/ administrative training to enhance their professional skills.

Finance Management: ZIBACARis a self-financed institution managed by a charitable trust. The expenses like salary, academic, administration and other expenses are met mainly through the student fees. The institution receives scholarship and the grants received by the institute are utilized for the purpose it is sanctioned by the concerned agency (Government or Non-Government).

Quality Assurance: The Internal Quality Assurance Cell (IQAC) emphasizes continuous improvement by regularly taking quality initiatives, implementing sustenance and enhancement strategies. It encourages innovations in teaching, learning, evaluation and continuous skill upgradation resulting in improved student academic performance. It also enhances quality in research and entrepreneurship training and helps in community engagement, promoting social awareness among students nurturing creative instinct in the students. Institute has participated in NIRF ranking.

Institutional Values and Best Practices

The Institute promotes gender equality and social responsibility, institutional values are essential in creating a supportive and inclusive environment for all individuals.

The Institute demonstrate its commitment to gender equality and social responsibility by actively participating in initiatives to commemorate international days such as International Women's Day or International Day for the Elimination of Violence against Women. These events creates awareness about gender issues and promoting equality in all aspects of society.

In addition to promoting gender equality, institute also demonstrate their commitment to social responsibility by implementing initiatives for alternate sources of energy and conservation. By investing in renewable energy sources such as solar or wind power, institutions it reduces their carbon footprint and contribute to a more sustainable future. Conservation efforts, such as energy-efficient lighting and water-saving fixtures, it also helps institute reduce their environmental impact and promote responsible resource management. Institute has conducted Green and Enerygy from authority Agency.

 By implementing water-saving measures such as rainwater harvesting systems, institutie ensures reduction in their water consumption and minimize their impact on the environment. These initiatives not only help conserve water resources but also promote a culture of sustainability within the instite.

Green campus initiatives, such as planting trees, creating green spaces, it further enhances the environmental sustainability of an institution. By creating a campus that prioritizes environmental conservation, institutions it

demonstrates their commitment to sustainability and inspire others to take similar actions.

Creating a disabled-friendly, barrier-free environment is also essential for promoting inclusivity and diversity within an institution. By ensuring that all individuals have equal access to facilities and resources, institutions it create a more welcoming and supportive environment for everyone.

Beyond campus initiatives, institutions it also promotes their environmental distinctiveness by engaging in community outreach programs. The Institute conducts rigorous Training program from mmultiple Agencies and training opartners. The employability chances are increased due to the Training programs. The Institute facilitates LMS to students where they can availa learning and evaluation material. This LMS is considered to as the best practice as during pandemic it ensured a way to connect with students and increase their result.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ZEAL EDUCATION SOCIETY'S ZEAL INSTITUTE OF BUSINESS ADMINISTRATION, COMPUTER APPLICATION AND RESEARCH
Address	Survey number 39, Narhegaon, Taluka-Haveli, Pune, Maharashtra, 411041
City	Pune
State	Maharashtra
Pin	411041
Website	www.zibacar.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Babasaheb Jotiram Mohite	020-67206031	7447422238	-	naac.zibacar@zealeducation.com
IQAC / CIQA coordinator	Madhavi Udaybhan Shamkuwar	-	7030777790	-	naac.zibacar@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

State	University name	Document
Maharashtra	Savitribai Phule Pune University	[View Document](#)
Maharashtra	Savitribai Phule Pune University	No File Found

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	15-05-2023	12	
AICTE	[View Document](#)	15-05-2023	12	
AICTE	[View Document](#)	15-05-2023	12	
AICTE	[View Document](#)	15-05-2023	12	

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	Survey number 39, Narhegaon, Taluka-Haveli, Pune, Maharashtra, 411041	Urban	10	4003

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA,Master Of Business Administration,	24	UG	English	120	109
PG	MCA,Masters Of Computer Application,	24	UG	English	60	59
Doctoral (Ph.D)	PhD or DPhil ,Doctoral Phd,	36	PG	English	12	12

Position Details of Faculty & Staff in the College

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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	2				4				12			
Recruited	2	0	0	2	1	0	0	1	4	3	0	7
Yet to Recruit	0				3				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				8			
Recruited	0	0	0	0	0	0	0	0	3	5	0	8
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	5	4	0	9
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				2
Recruited	2	0	0	2
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/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	1	0	0	2	4	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	4	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	99	2	0	0	101
	Female	67	0	0	0	67
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	5	0	0	0	5
	Female	4	0	0	0	4
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	18	20	11	15
	Female	12	13	9	12
	Others	0	0	0	0
ST	Male	0	2	0	3
	Female	1	1	0	1
	Others	0	0	0	0
OBC	Male	23	15	8	17
	Female	6	13	8	8
	Others	0	0	0	0
General	Male	58	34	40	48
	Female	29	52	43	37
	Others	0	0	0	0
Others	Male	19	15	19	18
	Female	7	7	11	7
	Others	0	0	0	0
Total		173	172	149	166

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In the dynamic landscape of today's business and technology domains, traditional approaches to education ZIBACAR increasingly giving way to multidisciplinary and interdisciplinary frameworks. In the context of MBA and MCA courses, embracing such approaches offers a countless of benefits, empowering students with a holistic skill set, fostering innovation, and preparing them to navigate the complexities of the modern professional world. This approach in MBA/MCA education entail integrating insights, methodologies, and perspectives from diverse fields such as Operations management, Business analytics, Computer Application, HR, Finance, Marketing and beyond. Rather than confining students to the narrow confines of a single discipline, these approaches encourage cross-pollination of ideas, collaboration across domains, and the synthesis of knowledge to address multifaceted challenges. One of the primary advantages of adopting multidisciplinary and interdisciplinary approaches is the cultivation of a versatile skill set among students. ZIBACAR's MBA/MCA programs traditionally focus on specific domains such as finance, Human Resource, marketing, information technology, Business analytics or software development. However, in today's interconnected world, professionals are increasingly required to possess a broader skill set encompassing critical thinking, problem-solving, communication, teamwork, and adaptability. By integrating diverse disciplines into the curriculum, students gain exposure to a wider array of skills and perspectives, equipping them to tackle real-world challenges with agility and innovation. By encouraging students to explore connections between business management and computer science, for example, students of ZIBACAR always encouraged and inspire to adopt their SIPs in areas such as fintech, e-commerce, digital marketing, and Business analytics. Moreover, exposure to diverse perspectives stimulates creative thinking and fosters an entrepreneurial mindset among students, empowering them to identify and capitalize on emerging opportunities in the global marketplace. Additionally, multidisciplinary and interdisciplinary approaches promote a deeper understanding of the interconnected nature of today's business and technology ecosystems. In the digital age, business decisions are

	increasingly influenced by technological advancements, and vice versa. For instance, the proliferation of artificial intelligence (AI), block chain, and big data analytics is reshaping business models, strategies, and operations across industries. By practicing and integrating business management principles with cutting-edge technologies, MBA/MCA programs at ZIBACAR prepare students to navigate the complexities of the digital economy effectively. This interdisciplinary collaboration approach at ZIBACAR enhances the relevance and applicability of MBA/MCA programme to real-world contexts. Many of the most pressing challenges facing businesses and society today are multifaceted and require integrated solutions that transcend disciplinary boundaries. We at ZIBACAR engaging students in interdisciplinary projects, case studies, and experiential learning opportunities, bridge the gap between theory and practice, and empowering students to apply their knowledge and skills in diverse professional settings. By adopting multidisciplinary and interdisciplinary approaches in MBA/MCA education is essential for preparing students to thrive in today's rapidly evolving business and technology landscape. We at ZIBACAR By cultivating a versatile skill set, fostering innovation, promoting a deeper understanding of interconnected teaching learning systems, and enhancing relevance to real-world contexts, these approaches empower our students to become agile, adaptive, and forward-thinking professionals poised to make meaningful contributions to the global economy.
2. Academic bank of credits (ABC):	The Academic Bank of Credit is a repository that stores academic credits earned by students across various educational institutions, allowing them to accumulate, transfer, and redeem credits towards the completion of their degree programs. This innovative system enables students to tailor their educational journey to their individual needs, interests, and career aspirations, while also promoting lifelong learning and continuous skill development. In the ever-evolving landscape of higher education, the Academic Bank of Credit (ABC) emerges as a groundbreaking concept, poised to revolutionize the traditional model of academic credit accumulation and transfer. Within the context of MBA (Master of Business Administration) and MCA (Master of

Computer Applications) courses offered at ZIBACAR, the implementation of ABC presents a transformative opportunity to enhance flexibility, accessibility, and student-centricity in the education system. We at ZIBACAR, ensures the adoption of ABC for our students. It enhances flexibility and choice for students, enabling them to select courses and modules from a diverse range of disciplines, including finance, marketing, human resources, information technology, and more. By empowering students to design their own curriculum based on their choice based interests and career goals, ABC promotes a personalized learning experience that fosters motivation, engagement, and academic success. Furthermore, the implementation of ABC at ZIBACAR fosters collaboration and partnership among various management institutes, creating a networked ecosystem where institutions can share resources, expertise, and best practices to enhance the quality and relevance of MBA/MCA education. By adopting this credit transfer policy enrich curriculum, their course offerings, and provide students with access to a broader range of learning opportunities, including industry-relevant projects, internships, and experiential learning experiences. We at ZIBACAR ensures that the value of academic achievements is universally recognized and validated, enhancing the credibility and portability of MBA/MCA qualifications in the global marketplace. Moreover, by aligning credit requirements with industry standards and accreditation criteria, and continuous improvement in management education, we ensuring that our students are equipped with the knowledge, skills, and competencies needed to excel in their chosen fields. The implementation of the Academic Bank of Credit for MBA/MCA courses at ZIBACAR represents a transformative step towards creating a more flexible, accessible, and student-centric education system. By empowering our students to customize their learning experience, facilitating credit transfer and recognition, fostering collaboration and partnership among institutions, and promoting transparency and accountability in learning outcomes this ABC holds the potential to unlock new opportunities for innovation, excellence, and inclusivity in management education. In conclusion, through collaborative efforts between policymakers, educators, industry stakeholders, and accrediting

	bodies, we can harness the full potential of the Academic Bank of Credit to shape the future of MBA/MCA education and empower the next generation of business leaders and technology innovators to thrive in the dynamic global economy.
3. Skill development:	In the rapidly evolving landscape of business and technology, the role of MBA and MCA courses in nurturing competent and agile professionals has never been more crucial. Central to this mission is the emphasis on skill development within the curriculum, ensuring that ZIBACAR students are equipped with the practical competencies and abilities necessary to excel in their chosen fields At our institute, skill development is integrated into every aspect of the MBA/MCA curriculum, spanning across technical, managerial, and interpersonal domains. Through a combination of theoretical instruction, practical application, and experiential learning opportunities, we strive to cultivate a well-rounded skill set among our students, empowering them to thrive in diverse professional settings and adapt to the complexities of the modern business and technology landscape. One of the primary areas of focus in skill development for MBA/MCA students is technical proficiency. In the field of MCA, students are provided with rigorous training in programming languages, software development methodologies, database management systems, and other technical domains, ensuring that they possess the requisite expertise to design, develop, and deploy cutting-edge IT solutions. Similarly, in the MBA program, students are exposed to essential technical tools and platforms used in business analytics, financial modeling, market research, and strategic planning, enabling them to leverage technology to drive innovation and competitiveness in organizations. In addition to technical skills, managerial competencies are also emphasized in our MBA/MCA curriculum. Students are trained in areas such as leadership, decision-making, project management, and entrepreneurship, equipping them with the ability to effectively lead teams, navigate complex business environments, and drive organizational growth and success. Through case studies, simulations, and interactive exercises, students develop critical thinking, problem-solving, and decision-making skills that are essential for leadership roles in today's dynamic and competitive

	marketplace. Furthermore, interpersonal skills play a pivotal role in the professional success of MBA/MCA graduates, and our institute places a strong emphasis on cultivating these abilities. Communication, teamwork, negotiation, and conflict resolution are among the key interpersonal competencies through soft skills sessions, campus to corporate training initiatives (C2C) that students are encouraged to develop through group projects, presentations, and collaborative assignments. Additionally, our institute offers workshops and seminars on leadership development, emotional intelligence, and cross-cultural communication, enabling students to build strong interpersonal relationships and effectively collaborate with diverse teams and stakeholders. Beyond the classroom, our management institute provides a range of extracurricular activities, industry interactions, and internships that complement the formal curriculum and enhance students' skill development. Through participation in student clubs, competitions, and industry events, students have the opportunity to apply their knowledge in real-world contexts, network with industry professionals, and gain valuable hands-on experience that prepares them for successful careers in business and technology. Skill development lies at the heart of ZIBACAR. By providing our students with a comprehensive and dynamic learning experience that encompasses technical proficiency, managerial competencies, and interpersonal skills, we empower them to become competent, confident, and adaptable professionals capable of driving innovation, growth, and positive change in the organizations they serve.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In the era of globalization and digital transformation, the importance of cultural diversity and the preservation of indigenous knowledge systems have gained significant recognition in the field of education. Our institute ensures appropriate integration of Indian knowledge systems entails a holistic approach that incorporates teaching in Indian languages, cultural elements, and the utilization of online courses. This approach not only enriches the learning experience for our students but also fosters a deeper understanding of India's rich heritage and diverse socio-cultural landscape. At our institute, we recognize the immense value of integrating Indian

knowledge systems into our curriculum to provide a well-rounded education that prepares students for success in the global marketplace while also fostering a sense of pride in their cultural identity. One of the key components of this integration is the use of Indian languages as a medium of instruction alongside English. While English remains the predominant language of business and technology, adopting Indian languages such as Hindi and Marathi into the class delivery allows students to access knowledge in a language that is familiar and comfortable to them, thereby enhancing comprehension, retention, and engagement. Moreover, teaching in Indian languages serves to democratize education and make it more accessible to students from diverse linguistic backgrounds, including those who may not be proficient in English. By breaking down language barriers, we create an inclusive learning environment that accommodates the linguistic diversity of our student body and promotes equitable access to educational opportunities for all. In addition to language, the appropriate integration of Indian knowledge systems at our institutes involves incorporating cultural elements into the curriculum. This includes the study of Indian philosophy, literature, history, arts, and traditional knowledge systems such as following the syllabus of SPPU and subjects like Indian Ethos & Business Ethics. By contextualizing business and technology education within the broader socio-cultural framework of India, students gain a deeper appreciation for the cultural nuances that shape business practices, consumer behavior, and societal norms in the Indian context. We at ZIBACAR continuously striving to focus on integration of Indian knowledge systems. This helps for fostering cultural diversity, promoting inclusivity, and enriching the learning experience for students. By incorporating Indian languages, cultural elements, and exposure to online courses, we create a holistic educational environment that empowers students to succeed in a globalized world while also nurturing an appreciation for India's rich heritage and diverse cultural legacy. Through our commitment to embracing cultural diversity, we strive to cultivate well-rounded professionals who are not only competent in their respective fields but also culturally sensitive, socially responsible, and globally aware

leaders of tomorrow.

5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) has emerged as a paradigm shift in the field of higher education, emphasizing the importance of clearly defined learning outcomes, student-centered approaches, and continuous assessment to ensure the attainment of desired educational goals. We at ZIBACAR, the implementation of OBE are instrumental in fostering excellence, relevance, and accountability in the education process. Through a structured framework that aligns curriculum design, teaching methodologies, and assessment practices with predetermined learning outcomes, MBA/MCA institutes are able to equip students with the knowledge, skills, and competencies needed to succeed in their professional endeavors. At our institute, we are committed to embracing Outcome-Based Education as a cornerstone of our educational philosophy, guiding principles, and pedagogical practices. Central to our approach is the identification and articulation of clear and measurable learning outcomes that reflect the knowledge, skills, and attributes that students are expected to acquire by the end of their program. These learning outcomes are formulated in consultation with industry experts, alumni, faculty members, and other stakeholders to ensure alignment with industry needs, accreditation standards, and societal expectations. The adoption of Outcome-Based Education at ZIBACAR necessitates a shift from a traditional, teacher-centric model of education to a more student-centered approach that emphasizes active learning, critical thinking, problem-solving, and practical application of knowledge. To facilitate this transition, our institute employs a variety of innovative teaching methodologies, including case studies, simulations, role-playing exercises, project-based learning, and industry internships. These experiential learning opportunities enable students to contextualize theoretical concepts within real-world scenarios, develop a deeper understanding of key concepts, and acquire the skills and competencies required for success in their chosen fields. Furthermore, Outcome-Based Education places a strong emphasis on continuous assessment and feedback mechanisms to monitor student progress, identify areas for improvement, and ensure the attainment of desired learning outcomes.

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	Assessment methods such as quizzes, assignments, presentations, viva voce and examinations are designed to assess students' mastery of specific knowledge areas, cognitive skills, and practical competencies. Additionally, formative assessment techniques, peer evaluations, and self-assessment tools are utilized to promote self-reflection, self-regulation, and lifelong learning habits among students. Our faculties are encouraged to regularly review and revise the pedagogy, teaching methods, and assessment practices based on feedback from students, alumni, employers, and other stakeholders. This iterative process of curriculum development and refinement ensures that the educational experience remains relevant, up-to-date, and responsive to emerging trends, technologies, and industry demands. Ultimately, the adoption of Outcome-Based Education approach at our institutes enables us to achieve our overarching goal of producing graduates who are not only academically proficient but also professionally competent, ethically responsible, and socially engaged leaders in their respective fields. By focusing on clearly defined learning outcomes, student-centered pedagogies, continuous assessment, and a culture of continuous improvement, we empower our students to thrive in a rapidly changing and increasingly complex global environment, making meaningful contributions to their organizations, communities, and society at large.
6. Distance education/online education:	In the digital age, online education has emerged as a powerful tool for democratizing access to quality learning resources, fostering lifelong learning, and empowering learners to acquire new skills and knowledge at their own pace and convenience. Our institute play a pivotal role in promoting the importance of online education from platforms such as NPTEL (National Programme on Technology Enhanced Learning), SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds), AICTE (All India Council for Technical Education), Coursera, Udemy, Simplilearn etc. By leveraging these platforms, our students enhance the educational experience, broaden horizons, and equip them with the competencies needed to excel in today's dynamic and interconnected world. At our institute, we recognize the transformative potential of online education from NPTEL, SWAYAM, AICTE, and

similar platforms in providing learners with access to high-quality, affordable, and flexible learning opportunities. Through strategic partnerships, collaborations, and initiatives, we actively promote the use of these platforms as integral components of our educational ecosystem, complementing and enriching our traditional classroom-based programs. One of the key ways in which our institute promotes the importance of online education from NPTEL, SWAYAM, AICTE, and other platforms. Recognizing the diverse interests and learning preferences of students, we offer a wide range of elective courses, specializations, and certification programs sourced from these platforms, allowing students to tailor their educational experience to their individual needs, interests, and career goals. Whether it's mastering advanced programming languages, exploring cutting-edge technologies, or gaining insights into emerging business trends, students have the flexibility to choose from a diverse array of online courses that complement and enhance their learning journey. Moreover, our institutes leverage online education platforms to bridge gaps in the curriculum, address emerging skill demands, and provide students with access to specialized knowledge and expertise that may not be available through traditional means. Through online courses offered by NPTEL, SWAYAM, AICTE, and similar platforms provide students with opportunities to learn from the best minds in their respective fields, gaining insights, perspectives, and practical skills that are directly applicable to their academic and professional pursuits. Furthermore, our institute advocate for the recognition and validation of online courses and certifications obtained through NPTEL, SWAYAM, AICTE, and similar platforms to ensure that students receive credentials that are respected and valued by employers, and industry stakeholders. ZIBACAR plays a crucial role in promoting the importance of online education from NPTEL, SWAYAM, AICTE, and other platforms as invaluable resources for enhancing learning outcomes, expanding access to quality education, and empowering learners to succeed in an increasingly digital and interconnected world. Through our commitment to integrating online courses, leveraging technology-enhanced teaching methodologies, and advocating for recognition and validation of online credentials, we are equipping

students with the knowledge, skills, and competencies needed to thrive in today's dynamic and competitive landscape, making education accessible, inclusive, and transformative for all.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The ELC has been constituted as per guidelines. Following is the Composition of an Executive Committee of ELC. S.N. NAME DESIGNATION 01 Prof. Pandurang Patil Nodal Officer 02 Ms. Simran Hundani Student MCA-II Student 03 Mr. Aditya Lambat Student MCA-I Student 04 Mr. Parag Atre Student MBA-II 05 Ms. Aishwarya Kakade Student MBA-I 06 Prof. Deepak Shirke Convener
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. Students' coordinator and coordinating faculty members are appointed by the Institute and the ELCs are functional. The ELCs are representative in character. The institute has appointed Nodal officer and convener to coordinate ELC activities. Representative of each class of MCA and MBA Programs are part of ELC. The Director himself heads an Executive Committee of ELC.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	On August 29, 2022, the "Electoral Literacy Club" at Zeal Institute of Business Administration, Computer Application and Research (ZIBACAR) in Pune organized a program focused on "Election Awareness Program". The aim was to raise awareness about voter registration and encourage active participation of young individuals in democracy.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Once a month, members of the Electoral Literacy Club (ELC) convene group sessions, engaging in thematic discussions on topics such as elections, rights, democracies, non-democracies, and electoral systems and processes.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to	To increase awareness about voting, Institute organized "Election awareness campaign" in CSM auditorium in 2018-19. In this program an election

institutionalize mechanisms to register eligible students as voters.	commission officer educated the students about the importance of voting and mock tests on ballet machines.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
324	362	362	348	330

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

2 Teachers

2.1

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

Response: 29

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

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
217.291	128.390	77.652	128.976	153.450

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Our institute, is affiliated with Savitribai Phule Pune University, runs MBA, MCA and PhD programmes. The institute takes a systematic and strategic approach to develop, implement, and monitor successful curriculum in accordance with the Outcome Based Education (OBE) framework. OBE inputs are provided by IQAC, the Academic Committee and feedback from stakeholders such as students, parents, teachers, alumni, and employers are carefully considered for POs, PSOs, and PEOs. SPPU sets rules at the start of each academic year governing semester start and end dates, exams, and holidays. Programme coordinator prepares the academic calendar in cooperation with the Director and distributes it to all faculty members. Programme coordinator assign courses and convey arrangements to faculty well in advance of their preparation. Faculty members consider COs for the allocated courses, past attainment and produce a course file accompanied by a detailed session plan that includes 70% classroom learning and 30% experiential learning, on the basis of which CCEs-related activities are planned. Programme coordinator supervises the execution of the academic calendar and the teaching-learning process using ERP to identify any gaps. The deficiencies are communicated to the Director for appropriate action. Academic achievement is regularly reviewed course by course based on current ratings and feedback conducted throughout the semester. Taking into account the course structure and outcome, as well as the guidelines provided by the affiliating university in the syllabus, each course faculty designs the evaluation using a variety of tools such as presentation, chart preparation, learning diary, case analysis, open book test, and so on. At the time of evaluation, students are given rubrics that represent the performance expectations. The results of each concurrent evaluation are presented with students, followed by assistance and clarification sessions. As a result, the student is examined at least three times for full credit courses and twice for half credit courses in each semester lasting three to four months. The Examination Committee is constituted to ensure the smooth operation of exams. The examination committee sets and finalises a timetable based on the academic calendar, with the consent of the Programme coordinator and the Director. Exam time table is communicated well in advance to faculty members and students. As per time table faculty members communicates the syllabus for examination well in time. Students having any grievances about evaluation are free to personally discuss with respective faculty members in the given time period. If there are any changes in evaluation, the same is to be communicated by respective faculty member to the Examination Committee in the said period. Once the grievances (if any) have been settled, the result analysis of the internal examination is completed and displayed for the students' review. Students can approach the program coordinator with any unresolved issues.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 21

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 57.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
187	204	205	195	193

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute incorporates Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum though various initiatives, academic and non-academic activities.

Professional ethics:

The institute focus on the holistic development of students by imparting sessions through curriculum and beyond the curriculum to inculcate Professional ethics and impart Value based education in line with the Vision of the Institute. Professional ethics are imbibed through course planning, implementation and evaluation. Various MCA courses like Object Oriented Software Engineering, Network Technologies, Marketing, Cyber security etc. assimilates professional ethics among students. Human Rights I & II is a compulsory Course for all Management Students of SPPU in Semester 1 & 2 .Human values and Professional Ethics are addressed through the course "Indian Ethos & Business Ethics "offered in the IV semester of MBA programme. "Introduction to Constitution" which is offered to III Semester students of MBA & MCA Programme makes the students aware about the Constitution. "Contemporary Frameworks in Management" covers one's values in terms of Emotional Intelligence. Another course that is being offered to students of MBA & MCA Programme is "Information Security" Cyber Security which provides awareness about cybercrimes and cyber laws. "MS-Excel is being offered to students to upgrade their technical skill in terms of understanding the importance of Database. Soft Skill is an integral Part of MCA curriculum in each semester. "Skill Development" & "Verbal Communication Lab" has been included as a part of MBA curriculum. All these courses imbibes professional ethics among MBA and MCA students

Gender:

ZIBACAR organises Gender awareness programs during induction program, International Women's day, International mens day anad has celebrated LGBTQ day through various club activities. The institution routinely holds activities in which famous members of society interact with the students to

raise awareness about issues such as gender sensitiveness in public and at work. Labour Welfare course also helps to discuss various Act/Law meant for Women empowerment. Various other initiatiatives to promote girl education are well promoted through club activiities such as Poster presentation, rangoli competition and dance competition and role plays.

Environment and sustanability:

The results of the Green Audit, as well as the use of electricity and water, are shared with all members of the institute. The importance of environmental preservation is communicated to participating students through various activities. The institution celebrates days like Yoga Day, Teachers day, Republic day, Independence Day etc. to impregnate values about nationalism and integrity among the faculty members and students. Students are also made aware of the Human values by organizing various activities such as tree plantation, blanket donation, blood donation etc.

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

1.3.2

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

Response: 58.33

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

Response: 189

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 90.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
168	169	172	139	166

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

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	180	180	180

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 74.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	66	65	54	63

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

2022-23	2021-22	2020-21	2019-20	2018-19
89	86	84	84	84

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 20.25

2.3 Teaching- Learning Process

2.3.1

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

Response:

ZIBACAR believes in the adoption of learner/ students centric methods to enhance student involvement as a part of participative learning and problem solving methodology. Various instructional methods and pedagogical initiatives in online and offline mode are adopted for student centric methods. The faculty provides a platform to students to explore independently, learn through self-study and from their peers, guides them to develop effective and lifelong skills. The faculty adopt active learning by involving students in the learning process more directly through following activities such as Brain storming, quiz, debate, group discussions etc.

A. Experiential Learning

1. Project work: Students work projects and summer internships. These projects help students to put their theoretical knowledge into practice, developing practical skills and developing critical thinking. Students experience International exposure through Nusantara projects.

2. Industrial visits: Industrial visits provide students with hands-on opportunities to apply their academic knowledge and understand its relevance in different settings

3. Learning Diaries: Students keep learning diaries that document their activities and reflect on them. This practice helps students to self-evaluate, reflect, and set goals, helping them to learn in a more self-directed way.

4. Expert lectures: Students listen to advanced topics discussed by subject matter experts. These lectures provide students with diverse perspectives and current information about the field

5. Poster presentation: Students design informative posters that summarize their knowledge and present it in an eye-catching way. This activity helps students develop communication skills and helps them get feedback from peers.

B. Participative Learning

1. Role Play - Students engage in role-play activities or business simulations to test different perspectives and problem-solve skills in a hands-on setting.

2. Team Activities - Students engage in team-building activities to develop teamwork, leadership, and social skills. These activities foster social interaction and peer learning, preparing students to work in a real-world setting.

3. Assembly (Open learning Space): Group presentations on assigned topics are held on a regular basis to help students improve their oral and written communication skills. It also encourages students to conduct research, think critically, and share knowledge with others.

4. Website Blogs - Students also present their ideas through blog writing.

C. Problem Solving methodologies

1. Quiz: Regular quizzes and MCQ tests assess students' understanding and retention of course material.

These assessments encourage active recall and help identify areas for improvement.

2. Tableau Test: Tableau tests are conducted to evaluate students' data visualization and analysis skills. This hands-on assessment method allows students to demonstrate their proficiency in interpreting and presenting data.

3. Crosswords:-Crossword puzzles serve as an engaging class activity to reinforce key concepts and terminology. This approach to learning encourages critical thinking and problem-solving skills.

4. Case Study Analysis: Students engage in case study-solving activities to analyze real-life scenarios and propose solutions.

Institute provides conducive ICT enabled infrastructure like smart classrooms and computer labs enabled with projectors, computers, white board, green board and internet facility which facilitate course delivery, improves learning outcomes and strengthens student engagement.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 95.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	21	21	21	21

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

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

Response: 19.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	4	4	4

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The examination section of the Institute has effective mechanism for internal/ external assessment which is in line with the academic calendar of the affiliated university as well as Institute. The schedule of Internal assessment is promptly communicated to the students and disseminated to necessary stakeholders if any change in the schedule of the exam it is immediately informed to the students to ensure smooth execution of the same. The Institute conducts internal examinations CIE-1, CIE-2 and Term End Exam to gauge theoretical understanding of course content by the students. In addition to these, practical, project and summer internship project evaluations are also conducted. The course coordinator prepares the scheme of Concurrent Internal Evaluation before commencement of the semester. The scheme of Concurrent Internal Evaluation explicitly state the linkages of each CIE with the

Course Outcomes and and programme outcomes.These examinations are conducted in evenly time intervals, the timetable and seating plan for the examination is published well in advance. Continuous assessment is done through Multiple Choice Questions, Case studies, Presentations, Tutorials, Problem-based assignments and Theory-based assignments. Students are regularly informed about the same by the respective course faculty. Every course Coordinator ensures that the question paper is set as per weightage given in the syllabus and mapped to the respective course outcomes and programme outcomes using Bloom's Taxonomy level. It is then mailed to the examination department. Answer sheets are evaluated by the course coordinator keeping in mind the marking scheme of each question, final marks are displayed to the students through email, whatsapp and on the notice board. In addition to Internal Evaluation, the Examination Department also conducts, External Examination as per the time table published by the affiliating university. University schedule is duly shared with the students. Changes in the schedule (if any) are promptly communicated too. During the examination, if any student is found doing any malpractice, severe action is taken by the examination cell to reprimand this behavior. Use of mobile phones is prohibited and carrying the Hall Ticket and Identity card is mandatory. Thus, the Examination department achieves complete transparency in conducting all formats of examinations.

Grievances Redressal System: The Institute strictly follows the guidelines and rules issued by the affiliating university while conducting internal and external examinations. As the institution has a well-defined system in place to deal with examination related grievances, any student can approach the faculty member, College Examination Officer (CEO) and/or Director of the Institute to redress the examination related grievance(s) if any. In case of a grievance, the students can put it up in writing and mail it to ceo.mp@zealeducation.com. College exam officers then effectively and promptly address the grievances of the students. Students are free to apply for verification / photocopying / reevaluation of the answer sheet. Following this, the answer sheets are verified (re-totaling) / photocopied / reevaluated as the case may be by the university.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

ZIBACAR has evidently stated about Course Outcomes (COs) and Programme Outcomes (POs) for MBA and MCA Programme and Courses. POs and COs are defined by affiliating university Savitribai Phule Pune University (SPPU). The institute practices student-centric Outcome-Based Education (OBE) for effective implementation of Teaching-Learning Process to provide quality education to the students of diverse backgrounds.

Outcomes are usually expressed as knowledge, skills, or attitudes. It is a measurable, observable, and specific statement that clearly indicates what a student should know and be able to do as a result of learning. Programme Outcomes (POs) describe what a program is expected to accomplish. POs describe what students should know and be able to do at the end of the programme.

The mechanism of communication for the same is as described below:

Institute has communicated Programme Outcomes and Course Outcomes to all stakeholders. Course coordinators explain COs related to their courses and POs in the Course overview sessions. Institute makes sure to propagate and publicize Course Outcomes and Programme Outcomes through various means such as display and/or communication specified hereunder:

- The Institute website

Link for MBA Programme: https://zibacar.in/mba/

Link for MCA Programme: https://zibacar.in/mca/

- Course Files
- Student handbook
- Student Induction Programs

The programme outcomes are made accessible to all the stakeholders of the programme through various co-curricular and extra-curricular activities

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Assessment is one or more processes which is carried out by the institution, that identify, collect and prepare data to evaluate the achievement of course outcomes and program outcomes. Assessment methods are categorized into two as direct method and indirect method to access Course Outcomes and Programme outcomes. The direct methods display the student's knowledge and skills from their performance in the continuous internal assessment tests (CIE I and CIE 2), Term end examinations and supporting activities such as seminars, assignments, case study, group discussion, online quiz, mini project etc., These methods provide a sampling of what students know and/or can do and provide strong

evidence of student learning. The indirect method is done through course exit surveys, participation in extracurricular activities etc. The institute assesses opinions or thoughts about graduate's knowledge or skills by different stakeholders. A

CO -PO Attainment Process

- The Course Outcomes (COs) are defined for each course using Bloom Taxonomy Levels.
- Savitribai Phule Pune University - Board of Studies of respective programmes have framed COs of courses while revisions and finalizing the syllabus.
- All COs are mapped with relevant Program Outcomes (POs) and Programme Specific Outcomes (PSOs)
- This Mapping is done in three levels of relevance as; (a) Slight (Low): 1; (b) Moderate (Medium): 2; (c) Substantial (High): 3.
- The Direct and Indirect assessment tools are used for determining the CO-PO attainment.
- The weightage for direct and indirect assessment tools for the respective academic years are set.
- Direct Assessment Tools are again sub-classified as internal and external assessment tools.
- The Weightage for internal and external assessment tools are set for the respective academic year.
- Various internal assessment tools like assignments, unit tests, class tests, term end exams, quizzes, oral/ viva, case study, project review, and lab performance are used.
- The external assessment tools are examination heads conducted by Savitribai Phule Pune University like theory, practical, Industry projects etc.
- Indirect assessment tools like course exit survey and co-curricular and extra-curricular activities etc. are used.
- Statistical data obtained from these tools is tabulated and using suitable formulation the computation is done for attainment of CO with PO and PSO.
- In this way attainment of Course Outcomes and Program Outcomes are evaluated

For each course, the level of attainment of each CO is compared with the predefined targets, and if not attained, the course coordinator takes necessary steps for improvement.

Direct CO Attainment (90% Weightage)		Indirect CO Attainment (10% Weightage)
Internal Assessment tools (30% Weightage)	**External Assessment tools** (70% Weightage)	Course Exit Survey (End of Course Survey)
Concurrent Internal Evaluation (CIE I)	Theory Examination	
Concurrent Internal Evaluation (CIE II)	Computer Lab/ Practical Assessment	
Term End Examination	Industry Projects	
Computer Lab/ Practical		

Assessment		Viva	
	Projects		

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

2.6.3

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

Response: 86.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
143	161	131	132	87

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

2022-23	2021-22	2020-21	2019-20	2018-19
175	200	138	132	110

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 4

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	1.97

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

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

To inculcate research culture and innovation amongst students and faculties, institute has various cells like Research and development Cell, Startup and innovation cell, Industry Institute Interaction Cell. These cells regularly conduct various activities like motivating faculty members and students to work on research problems, startup initiatives, Guests sessions, motivational sessions. Research cell in association with IQAC cell has conducted Seminar on 'Fourth Industrial revolution(4IR) and "Advanced Techniques

in Research Methodology (Quantitative and Qualitative).

The institute has established Research centre for Management and Computer application domain under SPPU. Faculty members are recognised guide of the centre and 10+students are registered under research centre.

The Institute established Startup and Innovation Cell in 2019 and established the Ministry of Education's Institution's Innovation Council (IIC) in year 2021. Both the cells comprise of faculty and students as members. The Institution's Innovation Council has to carry out activities according to the MoE's Institution Council (MIC) guidelines. The Institute organizes activities every quarter under the subheads:

1. Self Driven activities.
2. Entrepreneurial activities
3. Induction program

In order to foster innovation, idea generation, and prototype development, ZIBACAR collaborates with MHRD's Institutional Innovation Council (IIC) to establish an entrepreneurial environment within the Institute. The faculty and students at the Institute are encouraged to be innovative and number of activities are conducted to encourage creativity among instructors and students. Performance of IIC: In the year 2022-23, ZIBACAR established IIC on received 1 star out of 5.

To promote the national vision of startup number of sessions are conducted in order to instill the startup idea among students following Guests sessions are:

1. Motivational sessions
2. Management lessons from Shivcharitra
3. National Educational Policy-opportunities and challenges
4. Industry expectations from PG students
5. Talent acquisition
6. Fintech: Emerging concepts in Finance and Banking
7. Camunda platform
8. Emerging Trends in IT
9. Startups driving a sustainable future
10. Fostering a startup and Innovation Ecosystem
11. Celebration of World creativity day
12. Pune-leading startup hub for emerging entrepreneurs post pandemic
13. Corporate risk and crisis management
14. Startup India Mission

The list of other initiatives other initiatives for the creation and transfer of knowledge/technology among students and faculty members are:

1. Google business listing
2. Union Budget analysis for Startups
3. Patent: Indian patent Act basic concepts and patentability
4. Colloquium : Case study discussion among faculty members
5. Pariksha Pe Charcha

Outcome of the initiatives:

Institute faculty are publishing quality research work impacting in the significant growth in citations. The total citations by faculty members are more than 200+. Faculty members have written Scopus indexed papers, published research papers and cases studies. Faculty members seeking higher studies are encouraged by offering study leaves for their course work. The research scholars are free to use institute resources for required experimentation and resources from the library. Institute has established many excellence centers - Bajaj Finserv, Atos Syntel, and Finastra.

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

3.2.2

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

Response: 42

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	6	7	16

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	6	12	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	5	3	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

For sensitizing students to social issues, for their holistic development, institute conducts activities through "Zeal Social Responsibility club" in association with various NGOs, Schools, Colleges, Government bodies-Forest department, Rotary club -Pune.

On the occasion of commemorative days blood donation camp is organized once in a year in association with nearby blood banks. Around 70 students and employees actively participate in this camp. Such camp sensitizes student regarding most valuable lifesaving importance of blood and its donation.

Tree plantation and conservation: Every year on the occasion of "World Forest Day" tree plantation and their conservation camp is organized in nearby reserved forest areas. Recently, tree conservation activity is carried out Baneshwar forest. The activity sensitized students to the conservation of the earth by saving trees. Ecofriendly Ganesh Visarjan: To make aware society about ecofriendly Ganesh Visarjan a special camp was organized to collect donation of Ganesh Idol made by PoP. These idols were disposed by chemical treatment. Students were sensitized regarding river pollution and impact of PoP as well thermocol on environment.

Students visits to various schools to deliver session on various topics as a part of social responsibility. Many times, students participate in traffic regulation at the time of major events like Ganapati Festival, Shvajayanti, Ashadhi Ekadashi etc. in city in coordination with traffic police and police Mitra(helping hands of Police). In this duration students conducts various activities like water conservation, road repairing works, clean village campaign, street plays, awareness programs, Energy conservation, etc. All these activities make students sensible about social responsibilities and life of rural India and their issues.

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

3.4.2

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

Response:

The Institute records a World record and received Certificate of Excellence from Golden book of World records on 25 January 2019. For Largest Human depiction of personage engraving. The world records have broken the number of people standing in the form of personage engraving Indian freedom fighters Bhagat Singh, Sukhdev and Rajguru. The program was organised to celebrate Republic day of India.

On 25 January 2020 institute has booked its name in "World Book of Records – United Kingdom" for the mass attempted "Largest human flag of India & human portrait of Architect of Swarajya in which more than 4000 students formed human portraits of Architects of Swarajya.

Dr. Ashish Vyas was bestowed with appreciation award for conduct of Feasibility and need based survey for the implementation of the Medical Project Rotary Club, Pune .Title of Project "Survey for the project related to Health Education in Swargate Area, Pune".

In 2021, Nusantara-International Research paper Collaboration project involving 15 countries where students were guided to write Research papers in Scopus publications.

In 2021, Pravishya awarded Institute for the conduct of Intercollegiate competition E-Summit.'

In 2022, NASA Earth Science awarded Institute with awarded Institute for the conduct of Intercollegiate competition 'NASA Space hackathon'.

In 2022, ICT Academy has designated the institute as 'Centre of Excellence' to conduct various training programs.

In 2023, Prof. Pandurang Patil and Dr. Madhavi Shamkuwar received appreciation letters from Rubicon training.

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

3.4.3

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

Response: 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	7	8	8	9

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 13

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institute has adequate physical and academic facilities required as specified by AICTE. The infrastructure is created in line with the Vision Mission statement of the institute. The classrooms, computer laboratory, language lab, library & reading room, tutorial rooms, boys & girls common room and seminar halls are well equipped along with a computing system and internet facility.

Class Rooms: Institute has adequate infrastructure and physical facilities as per AICTE norms. There are total 6 classrooms well equipped with computers, LCD projector, display screen, internet and Wi-Fi. All classrooms are ventilated with sufficient light and air. In each classroom there are an adequate number of dual desks, green/white board, dais, podium, tube lights, fans and CCTV camera.

Computer Laboratories and Computer Centre: Institute has well equipped computer laboratories with computers, LCD projector & screen. All computers are equipped with necessary software and hardware configurations and secured with Firewall and Antivirus. Internet facility is provided through LAN cable with 100 Mbps bandwidth.

ICT Enabled Facilities: The institute has ICT enabled classrooms where the provision of Multimedia learning, LCD projector, display screen, Wi-Fi connectivity and internet access is made available.

Library: As per the AICTE Norms, the Institute library has 200.03 sq. meter area with seating capacity of 100 users in the reading room. Institute library is endowed with adequate books, Print Journals, e-journals, e-books, newspapers, SIP project reports, multimedia PCs for digital library with web OPAC facility. Institute has membership of National digital library. Remote access to information sources through the Library webpage is possible.

Tutorial rooms: Institute has 2 separate tutorial rooms well equipped with computer, projector, display screen, internet and Wi-Fi for tutorial lectures.

Seminar Hall: The Institute has 2 seminar halls available for various programmes. The seminar hall is well equipped with a Public Address System (PAS), LCD projector, display screen, dais, podium, chairs, internet and Wi-Fi connectivity.

The institute believes in the value-based/holistic development of the students. Zeal Education Society has

made various facilities available for the students and staff for cultural activities, sports activities, gymnasium, yoga center and auditorium facilities for the usage of all institutes under Narhe Campus.

Facilities for Cultural Activities: Institute bears well equipped dance studio, music studio, recording studio and photo studio which is made available freely for interested students beyond instruction hours.

Sports Facilities: The ZES has enabled a green and big sports ground for in-door, out-door games. ZES has Playground for Outdoor Games like Cricket, Football, Volleyball, Basketball, Tug of War, Kabaddi, kho kho, badminton, shot put, running etc & Indoor Games like Chess, Carom, and Table Tennis etc. The sports material is also provided to students through Gymkhana. Yoga and Vipassana Centre is available for the faculty and students to practice meditation.

Every year the annual sports function "RANANGAN" and cultural fest "UDAAN" is organized in the ZES campus for the students.

Gymnasium: Separate gyms are available in the campus for boys and girls.

Auditorium: Chhatrapati Shivaji Maharaj Auditorium is available for various programs.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 11.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
74.84	0.32	0.83	3.09	3.51

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Institute has a Library with 200.03 square meter floor area, including stack room and reading room. The stack room consists of various sections like, Circulation Counter, book processing section, Reference section, periodical section, Newspapers section, new arrival section, Digital library with 10 multimedia PCs, etc. The reading room is well ventilated and has adequate natural and artificial lighting, with a seating capacity of 100 students. More than 50 lakhs of rupees have been invested for infrastructure, resources, subscriptions, etc. to enrich the library. Library provides the facilities to *Divyangjan*. Library has a membership of the National Digital Library to provide various e-resources to the users. Plagiarism checking facility is provided by the library.

The Library has been automated with "AutoLib" Integrated Library Management System since 2009. It was upgraded two times respectively in 2016 and 2018. The annual maintenance is done through the authorized agency of ILMS. This ILMS is very user friendly and it enables efficient library administration to cater user services. It keeps all the transaction records & generates various reports which are very useful for library administration. ILMS has various modules like Master, Member, Acquisition, Circulation, Tools, Search, Reports, Print, System Admin, Help etc. Web-OPAC module allows the user to login as a library member and view his/her circulation history, borrowed items and reservations. Users can even reserve an item in the library through the Internet. Along with all these features, catalogue browsing, circulation details etc. Various functions of the Library like Book Accession, Book Circulation, digital in-out entry record through barcode scanner are conducted by AutoLib Library management system.

Every year Library Purchases J-Gate e-journals subscription. It provides access to 8614 full text e-journals. Through this user can access various e-journals indexed in Web of science, Scopus and UGC CARE list. Library has more than 12272 print books, 1178 CD's. The Library has subscribed 18 Journals in printed form for MBA & MCA as per AICTE norms.

We are providing various shared e-Resources through campus LAN i.e. EBSCO, DELNET, NPTEL, Springer e-Books, Free e-books through Calibre-Web app, Previous Question Papers. Users can access J-gate, EBSCO, NDL, Web-OPAC remotely.

Library monitors its usage through digital in-out entry records, e-journals usage reports and physical usage register. Around 55 users per day accessing the library. To inculcate the reading habits among the user's library conducts library orientation program, 'Being with Book', 'Book Review', 'Meet the Author', training sessions, various library visits, celebration of reading inspiration day etc.

 A separate library webpage is made available through the institute website to provide on / off campus access to faculties and students. Feedback form is available on the institute website library page to improve all these facilities.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Institute has adequate IT infrastructure which is updated and upgraded continuously as per the curriculum requirements and technology updates.

Various locations such as class room, seminar Hall, library & reading hall, Office, Faculty room, corridors, hostels, and Canteen, are provided with Wi-Fi zones.

Total 195 computers are available in the institute for the students and staff. All these terminals are connected through LAN with internet facilities. ICT facilities are available in all the computer laboratories & classrooms. Necessary system software and application software are available in all the computers. Computer Systems has been updated from dual core machine to core i5 8th gen to i5 12th Generation.

A leased line connectivity of 500 MBPS which has been updated from 155 MBPS to 250 MBPS to 500

MBPS within the last five years by Zeal Education Society. 24*7 Internet facility is provided throughout campus through Wi-Fi devices.

A leased line Internet connectivity of 500 MBPS from TTML with Dual Path is procured for Zeal Nahre campus of which 100 MBPS bandwidth is available for ZIBACAR through Leased Line connection.

A leased line connectivity of 100 MBPS which has been updated from 35 MBPS to 75 MBPS to 100 MBPS within the last five years.

The maintenance of computers, Internet Wi-Fi networking, and installation of software and

Upgradation of hardware is conducted by a lab technician.

Network Security: The college campus has completely switched, high availability network. Network is secured by a firewall integrated in the router. Additionally, Sophos is available with access control.

Software: System Software & Application Software are purchased and updated from time to time as per institutes requirement.

IT infrastructure support is provided in the classrooms for effective teaching-learning process using ICT facilities like Computer, LCD Projector, CCTV camera, internet connectivity through LAN and Wi-Fi.

Most of the administrative activities pertaining to faculty, staff and students are handled through the ERP. Institute has computerized its financial records with Tally software.

Photocopy machines and printers are provided in the office, examination cell, library, faculty room etc. Scanners facilitate advanced digitisation.

Complete campus is under CCTV surveillance for maintaining security and safety

Institute has licensed Antivirus.

All the classrooms, seminar hall and board room are equipped with LCD projectors & Screen.

Library is automated with Autolib NG Software.

Institute has Digital Library facility with e-resources like EBSCO, J-Gate etc

The Institute is a member of the National Digital Library – NDL.

UPS and Generator backup provision is available.

Institute has a website and uses social media websites like Facebook, Twitter, etc.

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

4.3.2

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

Response: 1.75

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

Response: 185

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 12.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.2926	26.09502	5.22125	7.26913	38.43486

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 76.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
226	274	300	273	243

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

5.1.3

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

Response: 82.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
269	337	272	269	271

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 65.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
89	126	111	67	37

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

2022-23	2021-22	2020-21	2019-20	2018-19
143	161	131	132	87

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

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

Response: 0.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	14	18	25	18

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Institute has a vibrant Alumni cell which runs various alumni initiatives throughout the year. The intention is to provide a forum to alumni to contribute to the institute by sharing their professional experiences with the students who in turn benefit by understanding industry practices and processes. Every year Zeal Education Society (ZES), conducts an alumni meet. The Alumni actively participate in Academic, Research, Co-curricular and extracurricular activities. In addition to these, some prominent Alumni Activities are as follows:

1. Alumni meet - In these meets; alumni are invited to share their experiences with the Director and faculty members of the institute. These insights on current industry trends help in designing open course contents, workshops, training and learning assignments, etc.

2. HR meet - In this august gathering, alumni participate in panel discussions along with other industry representatives to discuss the transformation of students pertaining to "Campus to Corporate". These sessions help aspiring fresher's to become Industry ready.

3. Assistance in Placement Process - Alumni provide mentoring to students from time to time. Discussions on career counseling help students to identify their areas of expertise and professional development.

4. "Alumni Interaction" - Highly experienced alumni who have been in the industry are the role models for current students. They are invited to share their professional journey to motivate students and help them find and pursue right career paths. In addition, students get a chance to have one-to-one interaction with these speakers.

5. Guest lectures - They are based on various topics pertaining to current trends in the Industry. This clears the concepts in the minds of the students with the help of subject matter experts' practical examples.

6. Professional workshops - This helps to accelerate students' learning of professional courses and helps them to acquire much needed in depth knowledge. This paves way for certifications giving an upper edge to the students during placements.

7. Participation in events - Alumni is invited as participants and judges for various events and activities

conducted for students throughout the year.

8. Alumni Survey - Alumni members periodically share their feedback about the Institute and its practices by taking the Alumni Survey. Each year, the alumnus who meets maximum or all of the above criteria and contributes towards most of them in an exemplary manner is felicitated by the Institute with, "Best Alumni Award".

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Institute's governance and overall procedures derive from its vision and mission. Following the directives of the governing body, every member ensures that all practices are in harmony with the institute's vision and mission, thereby ensuring the effectiveness of governance.

Vision

To be recognised as a Management Institute of Excellence by developing an individual's potentials in the field of Management through spread of knowledge and wisdom in an intelligent environment

Mission

By enriching the knowledge and enhancing the facilities through management education with relevance of industry and society as a whole.

By facilitating a harmonious symphony of excellence in teaching with a practical approach which shall be synonymous with academic rigor, research culture and sustained efforts to maximise value based education.

By developing holistic focus on character building along with a range of curricular, co-curricular and extracurricular activities.

Institutional governance and leadership are by the vision and mission of the Institution and it is visible in various institutional practices in the following ways:

Perspective Plan

The institute strategically formulates its Perspective Plan for sustainable growth, focusing on Accreditation, Autonomy, NEP Implementation, and introducing multidisciplinary courses. The commitment to providing value-based, high-quality education is evident through thoughtful planning, technology integration, infrastructure development, and a robust monitoring system.

To create a continuous learning environment, the institute leverages initiatives like "Being with Books," conducts Swayam/MOOC courses awareness programs, collaborates on Faculty Development Programs (FDPs), and recognizes faculty research achievements. Encouragement is provided for faculty members to pursue PhDs.

Ensuring an effective teaching-learning process is prioritized through planning with an Academic calendar, Timetable, Course plan, and Academic course files. The implementation is facilitated by an efficient ERP system, collecting valuable feedback.

The institute actively supports research through dedicated cells like Research cell & Entrepreneur Development (ED) and Innovations. The ED cells instill entrepreneurial spirit through sessions, while the Research cell fosters a conducive environment for research activities.

NEP Implementation

In implementing the National Education Policy (NEP), the institute adheres to practices and guidelines from SPPU and apex bodies. A dedicated NEP cell is established, and senior faculty members actively participate in NEP workshops, ensuring seamless integration of NEP principles.

Aligned with NEP's emphasis on experiential learning, the institute engages in practices like providing industrial training and expert-led sessions, enhancing the students' holistic educational experience.

Decentralization & Participative Decisions

The institute's governance model blends centralized and decentralized decision-making. Actively promoting decentralization, the governance structure encourages increased participation in decision-making processes. This approach is evident in decentralizing responsibilities for subject allocation, academic roles, planning and executing extra and co-curricular activities, and encouraging involvement in diverse clubs, committees, and cells.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Zeal Institute of Business Administration, Computer Application & Research, Pune under the umbrella of Zeal Education Society operates all academic and administrative activities through well-structured organogram. Institute is affiliated to Savitribai Phule Pune University, Pune and abides to follow rules

laid by statutory bodies like Directorate of Technical Education, Maharashtra State, UGC and AICTE, Delhi.

The IQAC prepares the Perspective plan in alignment with the Vision and Mission under guidance of Director. The practices of the institute are also designed and implemented in such a way that it will create a system for implementing and achieving the Perspective plan, Activities aligned with Vision and Mission, and centralized and decentralized decision making etc.

The Institute's organizational structure has the Governing Body as an apex body in the Institute. Under Director IQAC, Academics and Administrative carry their functions. Academics is represented by co-curricular and extracurricular sections. Issues related with co-curricular are taken care of by the Director, Academic coordinator, Program coordinator, Class coordinator and non-teaching staff. Exam is conducted by the examination cell and issues related to the exam are taken care of. Co-curricular activities are taken care of by Training and Placement, Library, and Industry Institute interaction cells.

Currently the Institute is working on achieving following action points:

1. Strengthening Research and Development
2. Enhancing the number of Collaboration with Industry
3. NAAC second cycle
4. ISO certification
5. NBA

Institute perspective/ development plan is in line with the academic and administrative bodies for various functions. For smooth conduction, monitoring and periodic reviews; various committees and cells are formed.

Following are the different bodies/ cells:

Sr. No.	Body/ Cell
1.	Internal Quality Assurance Cell (IQAC)
2.	Research Cell
3.	Grievance redressal committee
4.	Internal complaint committee
5.	Anti-ragging committee
6.	SC/ST committee
7.	Library Committee
8.	Administration & Purchase Committee
9.	Training & Placement Committee (Industry Institution Cell)
10.	Program Coordination Committee
11.	Start-up and Innovation cell
12.	Examination committee

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

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Faculty performance appraisal:

The Institute follows a systematic performance appraisal system for teaching and non-teaching staff members. During the faculties induction program itself, the practice and importance of

appraisal systems are explained to the employees.

Faculty performance appraisal forms are given to faculty in every academic year. The process of appraisal includes self-appraisal evaluation by Programme Coordinator & Director.

The faculty performance appraisal form includes the following points:

• Regularity and punctuality to conduct lectures and practical(s) as well as completing the syllabus(theory/practical).

• Involvement to develop/modify teaching materials.

• Involvement in solving students queries.

• Student attendance for the regular classes.

• Students attendance in additional/remedial class

• Regularity and punctuality in drawing and correcting Exam. /Test papers/Assignments

• Involvement in Student Guidance and Counseling.

• Result analysis.

• Involvement in arranging and participating in workshops/conferences for students/staff.

• Involvement in arranging industrial visits/expert talks for students/staff.

• Involvement in research projects/consultancy/revenue generation.

• Involvement in Institute/Department level activities.

• Involvement in industry-institute interaction.

• Students also evaluate the performance of their teachers by means of feedback.

The performance of the teachers is evaluated based on feedback received from the students. The feedback received from the students is analyzed by the director and on that basis, discussion is held with the concerned faculty for making improvement.

The welfare facility of ZIBACAR:

        The institution always takes up the responsibility of welfare of teaching and non teaching staff.

    • Provident Fund – As per government norms every months PF has been deducted from

employees

- **Gratuity- Every employee who has worked in the institute up to or more than**

- **Maternal leaves- Maternity leave in the form of three months' full salary.**

- **Leave Policy – Every approved faculty eligible for has been granted 15 Casual leave & 10 medical & 25 On-Duty leave. For non-teaching staff 10 casual leave & 10 medical leaves.**

- **Covid insurance- institute has provided Covid insurance to all teaching & non-teaching staff during A.Y 2021-22.**

- **SIM card and Mobile bill- During Covid period when more on line work related meetings, online teaching through Zoom, Google meet take place, institution has provided SIM cards to faculty members.**

- **Salary- Monthly salary of employees takes place on a regular basis.**

- **Work from Home- In the pandemic situation during first, second & third wave of covid-19, whenever needed institution has provided work from home according to government norms, so that infection should not spread among the faculty members.**

- **Atal FDP – for the faculty over all development Faculty development program organized by AICTE conducted by institute with the purpose of quality development in faculty members, to enhance world class standards in the institution. Motivated faculty members for attending FDP.**

- **Free Gymnasium**

- **Diwali gift to all teaching and non-teaching staff**

- **Birthday Celebration of teaching and non-teaching staff**

- **Unlimited access to Books from the library**

- **International Men and Women day celebration.**

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

6.3.2

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

Response: 4.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	1	2	0

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

6.3.3

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

Response: 16.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	10	4	2

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

ZES regularly conducts **internal and external financial audits**. It has had a full-time Treasurer and Accounts Department since inception to ensure maintenance of annual accounts and audits.

1. The following agencies conduct regular financial audit internal and external in the Institute:
    - Internal committee appointed Zeal Education Society
    - Chartered Accountant of the Institute
2. ZIBACAR conducts statutory audits covering all financial and accounting activities of the Institute. This includes scrutiny of the following:
    - All receipts from fee, donations, grants, contributions, interest earned and returns on investments.
    - All payments to staff, vendors, contractors, students and other service providers.

3. All observations/objections are communicated through their report. These objections are

examined by separate committees of the institute consisting of Assistant Registrar (Accounts), Internal Auditor, Director and/or any other member nominated by the Director. Draft report is submitted to the Treasurer and Director, (if necessary) for finalizing the compliance report of the Institute. The audit for the previous years has been completed and replies have been submitted to their satisfaction.

4. Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. All Utilization Certificates to various grant giving agencies are also countersigned by the CA. All Financial Statements up to 2022-23 have been certified by the CA.

5. Work of Internal Audit of the Institute has been entrusted to the Internal Auditor of the Institute. This is mainly pre-audit of major receipts and payments (above Rs. 50 thousand each) and concurrent/post audit of all other receipts and payments. He also pre-checks salary fixations, pension and gratuity payments and final payments of GPF.

Case highlighting the institutional practice of mobilisation of Fund:

Apart from a major budget, the institute utilizes funds whenever the institute plans any events and activities. One such example is explained in the following case:

The institute organizes the Induction program for first-year students every year. For this event, the institute-appointed coordinator prepared the budget for the event after obtaining approval from the director, and then the budget was forwarded to the Federation office for approval.

Receiving the budget, the finance department examined the appropriateness of the budget and requested the coordinators for a few clarifications regarding quotations, pricing, and quantity of the budget. Once the clarifications were answered by the coordinators the budget was forwarded to the Director (Academics, Admissions & Administration) who had approved the budget.

The Induction was conducted and the details of expenses/bills were forwarded to the finance department.

After scrutiny of the bills and the validity of the bills, the finance department approved the bills.

The same process is followed by the institute for all the events, activities, or purchases to ensure the effective and efficient mobilization of financial resources.

File Description	Document
Upload Additional information	[View Document](#)
Provide 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) was set up in the academic year 2017-18. IQAC is functional for coordinating quality-related activities in the institute. It develops a framework for conscious, steady, and synergetic work culture for better performance of employees and students through the extension of various academic and administrative activities in the institution and set the benchmark for quality. As a result of the IQAC initiative, the following practices are institutionalized.

1. Academic Committee (AC):

It is an Institute level committee responsible for the smooth conduction of academics and supervises the teaching-learning process on a routine basis. It also analyses the academic excellence enrichment at student and faculty levels and effective infrastructure utilization. The committee plans and executes academic related activities such as Academic Monitoring, Regular assessment of students, Feedback Analysis, Result Analysis, Course File Monitoring, Syllabus Coverage, and Detention list Monitoring.

2. Academic File Format and Calendar:

The academic calendar is prepared every year and strictly followed for the smooth conduct of academic activities. All students get a handbook for their respective semester in which all details are mentioned regarding the calendar, a unit-wise question bank, unit tests and prelim question paper pattern, etc. for all subjects.

3. Counselling through Mentor-Mentee Scheme:

The Mentor-Mentee scheme is a distinct feature. Mentor-Mentee meetings are conducted weekly. The academic and non-academic issues of the students are addressed in the Mentor-Mentee meetings.

4. Training and Placement Cell Activities:

IQAC monitors Training and Placement Cell activities which are useful for enhancing the skill sets of students in terms of Group Discussions, Seminars, career guidance sessions, preparation for aptitude tests, conducting placement-related activities, etc.

5. Alumni Meet:

The IQAC has provided guidance to constitute, register, and function alumni associations in the institute.

6. Entrepreneur & Incubation Cell:

Nurtures technology ventures through their start-up phase by providing all the support necessary to help entrepreneurs establish themselves before they scale up their ventures.

7. Strengthening core and interdisciplinary activities:

The institute takes efforts to build the capacity of individuals in terms of technical expertise, research publications, projects of social benefit, and nation's development. Collaborations and MoUs signed with industries / other institutes for student training, Placement, for conducting workshops, seminars, conferences, and various FDPs for enhancing the knowledge and skills of faculties and students. Collaborations and MoUs signed with industries / other institutes for student training, Placement, for conducting workshops, seminars, conferences, and various FDPs for enhancing the knowledge and skills of faculties and students.

8. E-resources usage and development:

The quality assurance strategies and processes contribute to enhancing the quality of education by utilizing standard resources such as VLab, Coursera, and NPTEL. IQAC motivates and sanctions budget for NPTEL courses by which topic-wise video lectures from NPTEL help to understand concepts in-depth.

9. Newsletter:

The Zeal Institute's newsletter highlights the institution's commitment to academic innovation and practical learning experiences through new course offerings, industry collaborations, and research excellence.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Throughout the period of five years year, the institute conducts a variety of curricular and co-curricular activities aimed at promoting gender equity and raising awareness. International Women's Day, observed on March 8th, is celebrated either in person or virtually, featuring online talks focusing on women's empowerment. Specific facilities for women on campus include a spacious, clean, and pleasant Girls' Common Room, a Women's Grievance Committee, an Internal Complaint Committee, and an Anti-ragging cell. The policy on "Sexual Harassment of Women at Workplace" is prominently displayed in every department on campus. We also conduct regular mentor mentees sessions, and make girls free to communicate to teachers about any issues they are facing, also number of girls students and women staff members has been increasing in our institute. We also have security personnel 24 * 7 in our university campus and also at girls' hostels, also doctors are available in girls' hostel, washing machines and proper hygiene facilities are available throughout the campus. We properly and timely address to girls' grievances and timely actions are taken in this regard, we also try to educate students on various aspects like "personal hygiene ", sexual harassment at work place, human trafficking etc.

One of the key areas of focus has been integrating gender equity and sensitization into both curricular and co-curricular activities. In our academic programs, efforts have been made to ensure that course content reflects diverse perspectives and experiences, including those related to gender. This involves incorporating readings, case studies, and discussions that explore gender dynamics in various fields such as literature, history, science, and economics. Additionally, faculty members have undergone training workshops to better understand how to address gender-related issues in the classroom and create a supportive learning environment for all students.

Outside of the classroom, co-curricular activities have been designed to promote gender equity and awareness. Student clubs and organizations focused on gender equality, women's rights, and LGBTQ+ issues have been actively supported and encouraged. These groups often organize events, workshops, and awareness campaigns on campus to engage the student body in discussions surrounding gender equality and social justice.

In terms of facilities and resources for women on campus, significant improvements have been made to ensure a safe and inclusive environment. This includes the establishment of dedicated spaces such as women's centers or lounges where students, faculty, and staff can gather, seek support, and access resources related to gender equity and empowerment. These spaces often serve as hubs for organizing events, hosting discussions, and providing support services such as counseling and mentorship.

Additionally, efforts have been made to enhance the physical safety and accessibility of campus facilities for women. This includes implementing measures such as improved lighting, security cameras, and emergency call boxes in key areas, as well as ensuring that restrooms, dormitories, and other facilities are designed to accommodate the needs of women and promote their comfort and well-being.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

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

7.1.4

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

Response:

The institution embraces various initiatives, such as the celebration of national and international days, national festivals, and more, to bring together students and teachers from diverse backgrounds onto a unified platform, fostering an inclusive environment. These endeavors serve to cultivate tolerance and harmony towards various cultural, regional, linguistic, and socio-economic diversities. The institution actively participates in observing national and international commemorative days, events, and festivals. National festivals play a crucial role in fostering nationalism and patriotism among the Indian populace. Our institution celebrates these events with fervor to honor the ideals of nationalism and pay homage to our national leaders. Faculty, staff, and students unite to celebrate these occasions, spreading messages of unity, peace, love, and happiness. Regular functions, like induction

programs to welcome newly admitted students and farewells for graduating batches, are standard practices. Additionally, annual celebrations include events such as Traditional Day, Marathi Bhasha Din, Hindi Din, Shiva Jayanti, Savitribai Phule Jayanti, swami Vivekanand Jayanti, Gandhi Jayanti etc. among others. In the academic year 2020-21, due to the COVID-19, we conducted few events online and after lockdown we conducted few events during that year offline with safety protocols. The institution also endeavors to sensitize students and employees to their constitutional obligations regarding values, rights, duties, and responsibilities. Through a combination of curricular and extracurricular activities, efforts are consistently made to nurture individuals into better citizens of the country. The institution also endeavors to sensitize students and employees to their constitutional obligations regarding values, rights, duties, and responsibilities.

Over the past few years, our institution has been dedicated to fostering an inclusive environment that embraces diversity in all its forms, including cultural, regional, linguistic, communal, and socioeconomic diversity. Several initiatives have been implemented to promote tolerance, harmony, and sensitivity among students and employees towards these diverse backgrounds and experiences.

One of the primary strategies employed is the integration of diversity and inclusion principles into various aspects of campus life. This includes incorporating diverse perspectives and voices into the curriculum across disciplines, ensuring that students are exposed to a wide range of cultural, historical, and social experiences. Additionally, guest lectures, cultural events, and workshops are regularly organized to celebrate different cultures and promote cross-cultural understanding and appreciation.

Furthermore, efforts have been made to create safe spaces and support networks for individuals from marginalized or underrepresented communities. This includes the establishment of student-led affinity groups and resource centers dedicated to supporting students of different cultural, regional, linguistic, and socioeconomic backgrounds. These spaces provide opportunities for students to connect with others who share similar experiences and identities, as well as access resources and support services tailored to their needs.

This is done through comprehensive training programs and workshops designed to raise awareness of issues such as diversity, equity, inclusion, and social justice. Faculty and staff are provided with resources and guidance on how to create an inclusive and welcoming environment in their classrooms, offices, and interactions with colleagues and students.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Student Training Program for the Placement & life skill Enhancement

1. Title of the Practice: Campus to Corporate Training Program

2. Objectives of the Practice: The objectives of this activity listed as

1. Offering training opportunities in technical, computing, and life skills.
2. Identifying training programs based on industry needs and curriculum gaps.

    3. Improving employability prospects.
    4. Equipping students for entrepreneurship.

3. The Context:

The Institute's training and placement division has recognized industry requirements through a thorough analysis involving input from industry advisors, parents, and alumni. Consequently, a decision was made to offer training encompassing technical skills, computing proficiency, and soft skills. Top of Form

4. The Practice:

The implementation of training programs, including Life Skills Training, Python Programming, Java Full Stack, Microsoft Power BI, Retail Store Manager training sessions proved very helpful for students' enrichment of skills and their placement.

Module for MCA	Class
Module 1 - Aptitude	MCA II Sem III
Module 2 – Life skill & Soft skill	MCA Sem I
Module 3 – Python Programming	MCA II Sem III
Module 4 – Java Full stack Developer	
Module 5 – Microsoft Power BI	MCA Sem I
Module 6 – Data Analytics	MCA II Sem III
Module 7 – Employability Skill Development	

The training was conducted for 2 hours per day. MCA I students conducted were given training for Microsoft Power BI (160 hours), Life skill & Soft skill (60 hours). Training on Python Training Programming (30 hours), Aptitude (30 hours), Java Full stack Developer (450 hours), Mean Stack (30 hours) training is conducted for second year MCA students.

Module for MBA	Class
Module 1 - Life skill & Soft skill	MBA I Sem I
Module 2 – Basic & Advanced Excel	
Module 3 – Nexdigm Account Executive	
Module 4 – Retail Store Manager	
Module 5 – Microsoft Power BI	
Module 6 – Human Recourse Management	
Module 7 – Certified Accounts Executive	MBA II Sem III
Module 8 - Banking Financial Services and Insurance	

The training was conducted for 2 hours per day. For MBA I training on Life skill & Soft skill (45 hours), Basic & Advanced Excel (45 hours). Nexdigm Account Executive (450 hours), Retail Store Manager (130 hours), Microsoft Power BI (130 hours), Human Recourse Management (30 hours), Certified Accounts Executive (242 hours) Banking Financial Services and Insurance (240 hours) training was conducted for MBA II Students.

Evidence of Success:

The program has assisted students in gaining motivation and better preparation for employment during campus placements. Objective behind this Training Program it to provide Expertise in the field of Financial Education. As a result, there has been an increase in the number of student placements and an overall improvement in professional behavior.

Problems Encountered and Resources Required:

The challenge faced in initiating this program revolved around motivating and persuading students to undergo training. Availability of essential resources such as computer laboratories, arrangement of time slot to cater large number of students for various training programming simultaneously was a challenge. However, the institute addressed this challenge by proper planning and execution of available resources to overcome these issues.

Best Practice 2: E-content

Title of the Practice: E-Content Practices

Objectives of the Practice:

- To Incorporate assessment tools within e-content to evaluate learning outcomes
- To Implement features for personalized learning experiences
- To Provide e-content that is relevant and up-to-date
- To utilize multimedia elements such as videos, interactive quizzes, and animations to enhance learning experiences.
- To ensure that e-content is accessible to all users

The Context:

It provides students with access to course materials anytime, anywhere, fostering a culture of continuous learning beyond the confines of the classroom. E-content allows for flexible learning schedules, catering to students who may have other commitments such as work or family responsibilities. It serves as a repository of supplementary resources, including lecture notes, presentations, and additional readings, enhancing students' understanding of course topics. E-content has incorporated multimedia elements such as videos, simulations, and interactive exercises, enriching the learning experience and catering to diverse learning styles. Interactive e-content encourages active engagement and participation, fostering critical thinking, problem-solving, and collaboration among students. E-content platforms also include tools for assessments, quizzes, and assignments, providing immediate feedback.

The Practice:

E-content resource is available on our website https://learn.thezealacademy.com/ where student can go through videos, interactive quizzes, and animations to enhance learning experiences. E-content offers flexibility in terms of when and where people can access information. Whether it's through online courses, digital libraries, or multimedia resources, users have the freedom to learn at their own pace and on their preferred devices, whether it's a computer, tablet, or smartphone. E-content facilitates collaboration and community-building among users with shared interests or goals.

Evidence of Success:

E-content allows students to access study materials anytime, anywhere, as long as they have an internet connection. This flexibility enables them to study at their own pace and according to their own schedules. Many e-content platforms offer interactive features such as videos, animations, and simulations that help students grasp complex concepts more easily. Interactive elements can also make learning more enjoyable and memorable. -content is more affordable than printed textbooks and materials, making education more accessible to students from diverse socioeconomic backgrounds. Overall, e-content provides students with greater flexibility, accessibility, and interactivity in their learning process, which can ultimately help them perform better in exams by facilitating deeper understanding and retention of the material. It has resulted in good growth of grades in students' performance.

Problems Encountered and Resources Required:

This includes problems with platform compatibility, browser compatibility, or server downtime, which can disrupt access to e-content and hinder the learning experience. Ensuring that e-content complies with copyright laws and licensing agreements can be challenging, especially when incorporating third-party materials such as images, videos, or text. Integrating e-content with existing learning management systems (LMS), student information systems (SIS), or other institutional platforms can be complex and require coordination across different departments and stakeholders. E-content requires regular maintenance and updates to keep content current, address technical issues, and incorporate user feedback, which can be resource-intensive and time-consuming.

File Description	Document
Any other relevant information	[View Document](#)
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

ZIBACAR has always adopted the National and global policies and agenda. The new agenda of achieving the Sustainable Development goals by 2030 requires various educational institutes to play its part as a moral responsibility. For the same, IQAC has taken new initiative called as **Mission Implementation of 17 Sustainable goals-MI-17** to localises the SDG at Management Institute level. For the same it has created a 3-year plan which will be implemented at various levels. These phase are overlapping and repeating at certain points; and are continuous in nature.

The **Phase-I** is termed as: Assessment and Capacity Building which includes:

1. Study of UN sustainable goals
2. Create a strategic plan
3. Sensitisation and Awareness

The **Phase-II** is termed as: Collaborations, Monitoring and Implementation which includes:

1. Collaborations:
2. Monitoring:
3. Technology Integration:
4. Promotion

Use success stories to promote SDG initiative and connect with a wide range of stakeholders.

The **Phase-III** is termed as: Scaling and Sustainability which includes:

1. Replication and Expansion:
2. Reporting and Communication

To Achieve Sustainable development goal, "Phase I" typically refers to the first phase of a project or initiative aimed at achieving a specific sustainable development goal. Sustainable Development Goals (SDGs) are a set of 17 global goals adopted by the United Nations in 2015 as part of the 2030 Agenda for Sustainable Development. Each goal has specific targets to be achieved over the next decade.

To Achieve Sustainable goal "Phase II" terminology used to denote a separate stage or phase of the goals. The SDGs are meant to be achieved by 2030, and progress towards them is typically measured and reported periodically.

Each goal has specific targets to be achieved, and Institution's work towards these targets through various projects, policies, and initiatives. While there may be different phases or stages within individual projects or initiatives related to the SDGs, there isn't a universally recognized "Phase II" for the overall SDGs as a whole. Which include:

Collaborations:

1. Identify the external stakeholders and collaborate with them.
2. Conduct various activities regarding the goal implementations.
3. Seek permissions and various financial/non-financial services from NGO, Government agencies and business communities.
4. Seek initial funding from local sources, businesses, and community contributions.

Monitoring:

1. Establish a simple monitoring system to track SDG progress
2. Gather feedback from the all the stakeholders and adjust strategies accordingly.

Technology Integration:

1. Use technology to data collection, monitoring, feedback/impact analysis and data visualisation and revise.
2. Prepare report and keep communicate to all stakeholders.

Promotion

1. Use success stories to promote SDG initiative and connect with a wide range of stakeholders.

Phase III used to denote a separate stage or phase of the goals. Our institute has taken following initiatives to achieve these Goals:

Goal 1: End poverty in all its forms – To eradicate the poverty we have distributed blankets in slum areas and donated food to hungry and poor people though this initiative may be small but it can be a learning to students which they can implement in future.

Goal 2: Zero Hunger -The institute has undertaken initiatives such as conduct of Assembly, Food Wastage and preventions of food wastage, Poster Presentation from Students in various places of canteen.

Goal 3: Good Health and Wellbeing - Educational institutions play a vital role in promoting and supporting student health through programs focused on physical education, mental health awareness, healthy eating habits, and access to healthcare services. In this regard we have taken following activities like Yoga, Meditation, Anti-tobacco and Anti Ragging day etc.

Goal 4: Quality Education- To Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. We have Conducted Awareness Sessions though writing research papers, Revamp of Academic and Training module, Conducted some session for Awareness of Education in nearby Areas etc.

Goal 5: Gender equality and women's empowerment – To eliminate discrimination, violence, and harmful practices against women and girls and to ensure their full and effective participation in all areas of life we have conducted various session like Awareness about women safety (what should be in the bag? Women's Empowerment Activity etc.

Goal 6: Clean water and sanitation - as access to clean water and sanitation is essential for health, education, gender equality, and economic growth so in this regard we have taken initiatives like, Hygiene oriented activities ,College Campus Get Clean and Sanitised Every day, Spread awareness though writing research papers, College provide filtered water to every students

Goal 7: Affordable and Clean Energy – To tackle the challenges related to energy access, energy efficiency, renewable energy, and energy infrastructure we have taken following initiatives like Awareness in Open Learning Space, Spread awareness though writing research papers , Installation of solar plant etc.

Goal 9: Industry, Innovation and infrastructure - To support economic growth, industrialization, and technological innovation we have arranged industrial visit for our students Facilitate industry institute interaction, Spread awareness though writing research papers etc.

Goal 10: Reduced Inequality - To promote social cohesion, economic stability, and inclusive growth among students by addressing inequalities in income, opportunity, and access to resources and services students have performed a skit on equality and made poster presentation on above goal.

Goal 12: Sustainable consumption and production – To promote responsible consumption and production we have taken following initiatives like Awareness about consumption and Production of Organic Fabric (Process of Banana Fabric), Energy Saving Messages in college campus, Importance and Benefits of Low consumption awareness etc.

Goal 13: Climate Action - To address climate change and its impacts to protect the planet and ensure sustainable development The institute premises have excellent greenery along with green House & internal pathways. Conducted Global Warming and Earth Conservation Poster Presentation from students etc.

Goal 15: Biodiversity, forests, desertification (Life on land) – For conservation of biodiversity and ecosystems we have arranged a forest visit for Tree plantation and its Benefits for Nature and conducted tree plantation activities in Baneshwar Forest also faculties have written research papers on above topics.

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

5. CONCLUSION

Additional Information :

The institute has installed 120 KW solar power grid net metering system. This contributes the green energy initiative and saving the running cost of electricity. The institute has gymnesium for boys and girls with all equipped facilities. The music, dance, photography studios are established in the institute with modular facilities for promoting the students in extra curricular activities. The institute has dedicated and experienced coaches for football, volleyball, cricket, basketball and kabaddi. There is availability of institute bus facility for all corners of Pune city.

Concluding Remarks :

The institute's Vision –Mission statements are clearly defined and it is in line with vision & mission of the Zeal Education Society. Many faculty members are paper setters and evaluators of University examinations and are also part of Syllabus design committee. The institute features an efficient feedback mechanism for changing and enhancing the teaching-learning, curricular and extra-curricular activities, training and placement sessions process. The institute provides number of add on programs in order to ensure teaching beyond classroom. The number of placements is increased by providing systematic and progressive training to students in both programmes.

The institute's vibrant art circle fosters participation and success in a variety of extracurricular competitions. By encouraging & actively encouraging students to participate in a variety of sports, the institute's effective sport center, cultural centre-dance and music studio is playing a role in the development of their minds & bodies. As a result, students have brought many achievements and recognitions. For a successful teaching-learning process, the faculty uses student centric methodologies and ICT-enabled technologies. The institute has well established research and consultancy policy. Good numbers of research papers are published during the last five years and many of them are Scopus indexed. Several extension activities are planned and executed. All the departments and T&P section have functional MoU's with industry and other institutes to enhance the industry-institute interaction in teaching-learning process & co-curricular training to the students. Institute has a transparent mechanism for timely redressal of student grievances. The institute has a registered Alumni Association, which organizes alumni meet. The institute has sufficient cutting-edge facilities and educational resources. The necessary budgetary allocations are made to maintain and improve the current Infrastructure. To ensure that administrative and academic operations run smoothly, the institute has a well-established organizational structure. There is an effective welfare measure for teaching and non-teaching staff. Wherever necessary, e-governance has been put into place with ERP and other e-governance facilities. The institute is preparing for NBA and ISO to ensure accreditation and standardization of its procvesses.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :21 Remark : Value has been updated excluding the courses as it seems to be part of regular curriculum and cannot be considered as Value added courses.
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
177	172	172	139	166 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
168	169	172	139	166 | 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
189	183	180	180	180 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
180	180	180	180	180	
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable*

reservation policy for the first year admission during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
89	85	84	64	81

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
71	66	65	54	63

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	4	4	4

Remark : Values have been updated as he date of award of the qualification is to be taken care of for considering a "full-time teacher with Ph. D." in a particular academic year teachers awarded Ph.D in the recent year will not be considered.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.49	0	0	0	1.97

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	1.97

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	2	17	27	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	6	12	0

Remark : Values have been updated as the journal not found on UGC care list will not be considered.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	7	5	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	5	3	1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	10	10	9	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	7	8	8	9

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* Answer before DVV Verification : Answer After DVV Verification :13 Remark : Value has been updated considering relevant MOUs as per intent of the metric.

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
74.94	0.32	.83	6.65	3.52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
74.84	0.32	0.83	3.09	3.51

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)** 4.3.2.1. **Number of computers available for students usage during the latest completed academic year:** Answer before DVV Verification : 195 Answer after DVV Verification: 185

4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
44.323	60.086	25.686	43.807	82.250

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11.2926	26.09502	5.22125	7.26913	38.43486

Remark : Values updated as per the audited statement considering the expenditure incurred on repair and maintenance.

5.1.2	*Following capacity development and skills enhancement activities are organised for improving students' capability* *1. Soft skills* *2. Language and communication skills* *3. Life skills (Yoga, physical fitness, health and hygiene)* *4. ICT/computing skills* Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above
5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years** Answer before DVV Verification: TABLE_1 Answer After DVV Verification : TABLE_2 5.2.1.2. **Number of outgoing students year wise during the last five years**

TABLE_1:

2022-23	2021-22	2020-21	2019-20	2018-19
89	126	111	68	37

TABLE_2:

2022-23	2021-22	2020-21	2019-20	2018-19
89	126	111	67	37

	Answer before DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	13	9	16	13

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	30	26	36	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	14	18	25	18

6.2.2	*Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. 2 of the above

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

	6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---------	---------	---------	---------	---------
11	8	10	26	8 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---------	---------	---------	---------	---------
1	0	1	2	0	
6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* **6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---------	---------	---------	---------	---------
16	15	27	25	10 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---------	---------	---------	---------	---------
2	4	10	4	2 | **6.3.3.2. Number of non-teaching staff year wise during the last five years** Answer before DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---------	---------	---------	---------	---------	
6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above
7.1.2	**The Institution has facilities and initiatives for**

	1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
333	365	362	348	330 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
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324	362	362	348	330	
2.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 31 Answer after DVV Verification : 29
2.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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18	21	20	21	21 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
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16	19	20	21	21	