SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

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

S. NO. 39, BEHIND BHAIRAVNATH TEMPLE, NARHE - DHAYARI ROAD
NARHE GAON TAL- HAVELI
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SSR SUBMITTED DATE: 13-01-2018

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Zeal Education Society was established in the year of 1996 by Mr. S. M. Katkar who hails from rural and draught prone Solapur district of Maharashtra. The goal of setting up of educational institute was to promote and propagate education for underprivileged . With a humble beginning of a primary and secondary school later, gifting self-owned land for establishment of undergraduate and postgraduate professional, diploma programmes, Narhe, Pune campus was established in the year 2007. Narhe is village with a Grampanchayat on the outskirts of Pune. The campus is situated about 14 km from Pune Railway Station, 30 kms from Pune airport and the nearest MSRTC Bus Stand (Swargate) is 7 km from the Campus. National highway No 4 Mumbai-Bengaluru Highway is just a few kms away from the campus. The campus is well connected with Pune city by public transport – buses, auto rickshaws.

The campus is lush green with evergreen trees and plants. It has internal cemented roads and wide pavement paths. The campus has ample of parking space for both 2-4 wheelers. The campus has transport facility to ferry students staying in city to reach the college. Of about 10 acres campus area, half acre area has been earmarked for the Institute. It has four-storied building with total built-up area 4333 sq. meters.

The Institute is private self-financing co-ed institute affiliated to Savitribai Phule Pune University conducting MBA (Intake 120) and MCA (Intake 60) programs.

Vision

Transforming dreams into reality by developing an individual's potentials in the field of Management through spread of knowledge and wisdom in an intelligent environment

Mission

1. By enriching the knowledge and enhancing the facilities through redefining education to help the zealous students to structure their career to the glorious future.
2. By developing students as a source within and outside the organization through holistic focus on character building along with a range of curricular, co-curricular and extra curricular activities.
3. By facilitating a harmonious symphony of excellence in teaching with a motivational approach which shall be synonymous with academic rigor, intellectual discipline and sustained efforts to maximize learning.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Fairness and transparency**

Admission Process: Admissions through Government of Maharashtra Centralized Admission Process (CAP) . Institute level seats surrendered and filled through CAP (AY 2015-16, 2016-17)

Recruitment of faculty: Faculty members are selected through selection committee appointed by University. Outside experts are members of local selection committee.

Appointment of students on functional committees:

Evaluation: Communication of Dates of evaluation, scores obtained are communicated transparently.

For external-evaluation, invigilation duties not assigned to faculty members on the day for which the course examination of the the course which they conduct is scheduled.

Robust, fair and transparent Placement Policy:

- **Knowledge Base and Sharing**

1. Assimilation, dissemination and propagation of knowledge is done while maintaining values and ethics of the profession.
2. Topics for the SIP that may help to solve management problems.
3. Updating of course the notes with concurrent examples, events from the business world.
4. Open learning spaces weekly deliberations in the form of presentations take place.

- **Location and Infrastructure**

1. Affiliated to S.P.P.U Pune, which is NAAC 'A+' grade accredited, and 'University with potential excellence' status.
2. Infrastructure, that is not only conducive for teaching-learning but futuristic. Sanitary napkin dispensing machine, sewage, and e-waste disposal mechanism and Divyangjan friendly.

- **Student Centric Approach**

1. Qualified and student centric faculties
2. Students are encouraged/motivated to generate executive ideas.
3. Transforming from passive receivers to active participants.
4. Students are drivers of planning, oraganising events.
5. Industry demanded attributes, leadership, communication, innovation and are imbibed through students' participation in functional committees.

Institutional Weakness

As a part of continual improvement effort, the Institute consciously identifies weaknesses and works to overcome the same.

1. In initial stages of growth of the institute, faculty members were motivated to pursue their PhD and has

resulted in most of the faculty have been awarded PhD or registered for PhD. However, Consultancy, Publications in renowned journals, preparations of monographs falls short of expectations.

2. The competent authority appointed by Govt. of Maharashtra carries out entire admission process there by leaving no chance for the Institute to control type of students that are admitted to the Institute. As a result students with lower cut-offs are admitted in the Institute.
3. The Industry Institute Interaction is a weak area.
4. The Institute although is able to place good number of students, the average package offered to the students is acceptable weakness.

Institutional Opportunity

1. Establishment of Management Development and Consultancy centre.
2. The Institute is situated in the vicinity of Narhe Industrial Area which has Small and Medium Scale Industries.This throws open, an opportunity for the Institute to connect with the SME's and provide them with management consultancy, and create a win win situation.
3. Fascinating the young and motivated faculties towards academics, Research and Publications.
4. Establishment of research centre affiliated to Savitribai Phule Pune University (SPPU).

Institutional Challenge

1. Thrust with which government policy in higher education is changing, it throws open challenge to adapt to the changing policy scenario.
2. Operating within the different regulatory frameworks including, raising and deployment of financial resources is a challenge.
3. Updating curriculum is in the purview of the University. Ensuring its applicability with the industry expectations is a challenge.
4. Improving aptitude, soft skill and communication skills of the students.
5. Orienting the students towards the career path in the era of rapid skill obsolescence.
6. Passing down the concept of concurrent evaluation and demonstrating the expected program outcomes both to the student and faculty member's is a challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute is affiliated to SPPU and therefore implements curriculum set by the SPPU. The Institute has structured, systematic planning and implementation of the curriculum. Institute ensures effective curriculum delivery by considering Student centric approach through a well-planned and documented process of plan, develop, check and action. Academic and curriculum flexibility is offered through specializations/tracks, elective courses.

The CBCGS curriculum offers flexibility to Institute and students to choose the course out of the basket of the course through cafeteria approach. These courses are offered to the students considering the employability potential, students' background, skill sets, availability of resources and value addition that happen to the students' skills as an outcome of the course. The Institute offers add-on and general proficiency activities for

the overall development of students' self-development activities and qualified faculties.

The Institute integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics through audit courses, by organizing workshops/ seminar / conferences, guest sessions and through suitable policies and practices. The Institute has practice to conducts value-added courses for imparting knowledge and life skills to the students.

Institute offers professional management programmes and it is impertinent that student carries out i) field/ internships projects, ii) dissertation for MBA and four mini projects and one industrial for MCA.

The Institute has structured mechanism to obtain feedback from stakeholders regarding curriculum and curriculum delivery. Management suggests necessary action based on feedback for refinement of academic processes.

Teaching-learning and Evaluation

Students are admitted in through the Centralized Admission Process (CAP) conducted by 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 laid down by Government of Maharashtra.

Institute has formal Academic Monitoring Committee (AMC) to monitor the teaching learning process. The AMC 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 Chairman and the Director. The Institute has maintained adequate infrastructure and facilities for learning and self development of students. The guardian faculty members (GFM) address various issues faced by the students. Institute conducts remedial classes on the need basis.

Devoted faculty members supplement traditional teaching-learning modules with the latest pedagogical practices. To ensure overall development of the faculty members, the Institute motivates them to participate in various workshops, seminars, conferences, FDP and University responsibilities. The faculties are encouraged to interact formally or informally with Course Coordinators of other institutes about the challenges faced by them.

Formative evaluation is carried out in Institute. In Formative assessment, the Institute adopts various concurrent evaluation parameters given in the SPPU curriculum for continuous monitoring and assessment of students' progression during a course; it is followed by summative evaluation carried out by SPPU.

Attainment of the course outcomes is measured directly through grade sheet issued by SPPU

Research, Innovations and Extension

The Institute has established in-house Center for Research and Consultancy (CRC) to inculcate research culture in the Institute and responsible for all research and consultancy activities of the Institute. Adequate resources viz experienced faculty members, library, e-journals, journals, online resources, magazines and ICT facilities

for research are available.

Some of the faculty members of the Institute are recognized research guides by SPPU and their students have been awarded PhD. The Institute supports faculties to conduct research and consultancy activities by motivating them for acquiring funded research and consultancy projects on sharing basis. The Institute proposes to apply for PhD research centre.

The Institute has established Entrepreneurial Development Cell. The Institute recognizes the successful alumni entrepreneurs by bestowing 'Audacious Alumni' and 'Successful Woman in Management' awards. Initiatives like inviting successful first generation entrepreneurs in the Campus for sharing their success stories to the students are encouraged. Institute conducts number of workshops/seminars/ conferences to bridge the gap between Industry and Academia.

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). The Institute has stated Code of Ethics to check malpractices and plagiarism in Research for faculties and students.

As an extension, efforts are pursued to fulfill its corporate social responsibilities for nearby community through organizing social activities.

The Institute collaborates with organizations for knowledge sharing and carrying out research work. The Institute has signed MoUs with the industries.

Infrastructure and Learning Resources

Institute has adequate facilities conducive for teaching – learning and holistic development of students. Learning infrastructure includes ICT enabled classrooms, computer centre, seminar hall (– ICT enabled & PA system installed), library and support facilities like sports ground, indoor games, gymnasium, yoga centre, cultural activity centre and bus facility in the campus. The infrastructure takes care of Divyangjan. Adequate safety and security equipments have been installed. The Institute has received grant for purchase of equipment from SPPU. The computing facilities are exceeding beyond the stipulated norms. Contractual House-keeping agency exist to maintain the hygiene. Budgetary provision for up-keep of the infrastructure is made.

Library is treated as the Knowledge resource centre. The Institute has Library Management Software (AutoLib) for monitoring and reviewing library resources. Library is enriched with a variety of books, journals, magazines, newspapers, special reports, CD, DVD, e-journals. Multimedia PC's and reprographic facilities are provided in the Library. The Institute makes provision for library enhancement and maintenance in the annual budget.

The Institute is equipped with 35 mbps leased line internet connection. The Institute frequently updates its IT facilities and peripherals. The computational facilities cater to the needs of Students, faculty members and researchers. Labs are 100% networked.

Institute makes sufficient budgetary provision for maintenance of physical and academic support facilities. The Institute has devised policies and procedures for maintaining and utilizing physical, academic and support facilities. The policies are regularly updated and published on Institute's website.

Student Support and Progression

The Institute follows student centric approach. Financial assistance in the form of scholarship and freeships is provided to the eligible students as per Government norms. Mentoring and counseling sessions for students are conducted to guide/counsel in terms of their personal and career goals.

Infrastructure and facilities are provided in the Campus for students to exhibit their talent and overall development. Lakshya study circle and BankOn Cell for guiding students in preparation of competitive exams are functional. The Institute has grievance redressal cell, Anti Ragging Committee, SC-ST, Internal Complaint Committee to resolve issues of the students. Students are members of these committees.

The Training and Placement cell is participative and student driven. Internship and placement activities are coordinated through the cell. It provides pre-placement guidance and required training to the students to make them employable. The Institute motivates students to participate in various co-curricular and extra- curricular activities at various levels. The students are encouraged to organize co-curricular and extra- curricular competitions/events in the institute.

The Institute has a registered Alumni Association. The Institute organizes Alumni meet every year. The Alumni engage for the development of the Institute by contributing towards Academic and Placement activities.

Governance, Leadership and Management

The vision and mission of the institute is inherited from Zeal Education Society. The MBA and MCA departments, in turn, have set their Vision and mission inline with the Institute's Vision and Mission. The democratic and participative approach is adopted by the Governing Body (GB) and Local managing committee (LMC). Both the bodies have representation of teaching staff. This helps to design, deploy and monitor various policies, plans and procedures for the effective governance. By delegating authority to various functional committees, the GB has adopted decentralized approach. These committees perform their activities and report to the authority.

The top management encourages faculties to develop leadership qualities by setting goals, involving them in participative decision-making through a well defined organogram. The e-Governance system of the Institute brings transparency and accountability.

For faculty empowerment, the Institute promotes the faculty participation in orientation programs, refresher courses, Faculty Development Programs, seminars/Conferences. The management extends support to enable such empowerment programs by a transparent faculty performance appraisal system.

The Institute prepares annual budget and makes financial provisions for the forthcoming year. The financial provision provide for compliance with the norms specified by government regulatory bodies like the affiliating University, DTE and AICTE. The income and expenditure of the institution are audited internally and externally on annual basis. Revised budget is prepared and presented to the GB.

Internal Quality Assurance Cell (IQAC) is recently constituted to plan, monitor, suggest and assure quality in Institute's ensure operational features

Institutional Values and Best Practices

The Institute imbibes core values and designs code of conduct for the stakeholders and the same are communicated. True to its core values the Institute believes in maintaining transparency and the same is reflected in its financial, academic, administrative and supporting functions.

The Institute organizes program to address cross cutting issues related to gender and environmental sustainability. The Institute has network of CCTV cameras installed, and security guards are on duty 24x7 for safety and security. Common room and separate washroom are available for Ladies in the Institute. The students are informed and counseled about 'Damini Squad' and 'Police Kaka' scheme formed by Pune police commissioner for taking swift action for any incident of related to harassment.

The Institute has adopted conscious measures to maintain a green, eco- friendly and pollution free campus. Campus focuses on energy conservation, use of renewable energy, water harvesting, tree plantation, e-waste disposal management.

The Institute empathizes with Divyangjan and provides infrastructure and necessary resources such as Physical facilities, Provision for lift, Ramp / Rails, Rest Rooms and Scribes for examination for differently abled (Divyangjan).

The Institute has taken social initiatives such as 'Road Safety', 'Digital payment awareness program', 'Eco Friendly Ganesh idol / immersion' to cater need of local populous.

The Institute takes pride in celebrating national festivals. The students present the Biographies of the great Indian personalities on their birth / death anniversaries for promoting universal values and ethos.

The Institute has adopted Best Practices such as Student centric approach, entrepreneurship development.

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	S. No. 39, Behind Bhairavnath Temple, Narhe - Dhayari Road Narhe gaon Tal- Haveli
City	Pune
State	Maharashtra
Pin	411041
Website	www.zibacar.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Amod D. Markale	020-67206031	7447422238	020-6720603 8	naac.zibacar@zeal education.com
Associate Professor	Santosh K. Apte	020-67206032	9049699291	020-6720603 3	santosh.apte@zeal education.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	01-01-2007

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

Details of UGC recognition	
Under Section	**Date**
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](#)	19-04-2017	12	The Institute has latest approval for the current AY for its MBA MCA programs

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	S. No. 39, Behind Bhairavnath Temple, Narhe - Dhayari Road Narhe gaon Tal- Haveli	Rural	0.5	4333

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	Any Graduate with minimum fity percent marks	English	120	108
PG	MCA,Masters Of Computer Application	36	Any Graduate with fifty percent marks and mathematics at HSC or Graduation	English	60	43

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3				7				18
Recruited	3	0	0	3	4	0	0	4	11	6	0	17
Yet to Recruit				0				3				1
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	7	9	0	16
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	4	0	0	0	0	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	11	6	0	17

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	2	0	4

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	95	2	0	0	97
	Female	54	0	0	0	54
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	20	21	25	9
	Female	14	11	5	4
	Others	0	0	0	0
ST	Male	3	0	2	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	9	3	12	17
	Female	4	5	7	4
	Others	0	0	0	0
General	Male	29	27	53	55
	Female	29	23	35	17
	Others	0	0	0	0
Others	Male	9	9	19	3
	Female	8	3	4	6
	Others	0	0	0	0
Total		125	102	162	115

3. Extended Profile

3.1 Programme

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

Response : 231

Number of self-financed Programmes offered by college

Response : 2

Number of new programmes introduced in the college during the last five years

Response : 0

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
204	236	311	297	369

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

2016-17	2015-16	2014-15	2013-14	2012-13
73	64	85	71	64

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

2016-17	2015-16	2014-15	2013-14	2012-13
49	111	117	95	138

Total number of outgoing / final year students

Response : 510

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
27	29	29	28	28

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

2016-17	2015-16	2014-15	2013-14	2012-13
18	19	17	19	21

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
28	28	28	28	28

Total experience of full-time teachers

Response : 210.09

Number of teachers recognized as guides during the last five years

Response : 2

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

Response : 31

3.4 Institution

Total number of classrooms and seminar halls

Response : 8

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

2016-17	2015-16	2014-15	2013-14	2012-13
106.08	67.02	90.95	148.20	54.99

 Number of computers

Response : 175

Unit cost of education including the salary component(INR in Lakhs)

Response : 1.14

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.40

 Number of computers

Response : 175

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institute is governed under the aegis of Zeal Education Society. The core values of society are imbibed in all aspects of functioning of the Institute. Therefore, institute gives almost importance to academics and channelizes the all resource to the optimum for conduct of various activities. The institute is affiliated to Savitibai Phule Pune University (SPPU) and implements curriculum prescribed by the University. For effective implementation of curriculum the institute has developed and deployed a structured strategy.

A well-defined academic structure is in place in the Institute. Every faculty is assigned job roles consisting of Director, Head Academics, programme coordinators, class coordinators, course coordinator and faculty mentors.

The institute has constituted academic monitoring committee, which monitors conduct of academic activities, the course delivery and gives feedback to the concerned course coordinator about the areas of improvements.

The institute has well developed and maintained infrastructure to make teaching learning experience enriching and effective to the student. The institute encourages use of variety of teaching learning resource and equipments.

Action plans for effective implementation of the curriculum:

1. Academic Calendar – Prepared with reference to University Academic Calendar. It incorporates academic activities like Industrial Visit, Guest/Expert Session, Workshop, Seminar is done by Academic Chairman and respective coordinates

2. Distribution of Course– Allocation of courses to the Course Coordinators based on their expertise and choice

3. The Course coordinator shares the CO's during Course introduction and explains the expected outcomes. They also share the concurrent evaluation parameters for their course.

4. Programme Time Table – Prepared by Programme Coordinators

5. Course File – Prepared by respective Course Coordinator

6. Monitor and Review – Academic head

The institute constantly thrives to provide students with an academically rich, abundant provision for skill development and a practical orientation without sacrificing creativity.

Faculty Capacity building

A highly motivated and skilled teacher is the key factor for successful implementation of the academic activity.

The institute believes in the "train the trainers" concept and for the same conducts and deputes faculty members to attend the training programme in form of FDP, Workshop and Seminars. The faculty members further shares the learning outcomes such sessions with other faculty members. The faculty members also participate in colloquium where they share knowledge regarding their Course.

The concurrent evaluation process is in place to monitor the knowledge gained by the students and life skills acquired by them.

The Academic monitoring committee meets twice in a semester to plan of academic activities, and review of the plan executed. The Programme coordinator verifies the Course file and its implementation and suggests changes. The institute conducts remedial, tutorials sessions for each course. The institute helps the students to understand emerging trends and job opportunities by arranging Expert's talks during Induction program and Academic trainings.

The institute has a mechanism to take periodic student feedback and review of academic activities for constant improvement in teaching learning process. The institute also takes feedback from the stakeholders.

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	[View Document](#)

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

Response: 3.18

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	1	1

File Description	Document
Details of participation of teachers in various bodies	[View Document](#)
Any additional information	[View Document](#)

1.2 Academic Flexibility

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

Response: 100

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

Response: 231

File Description	Document
Details of the new courses introduced	[View Document](#)

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

Response: 100

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

Response: 2

File Description	Document
Name of the programs in which CBCS is implemented	[View Document](#)

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

Response: 41.63

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

2016-17	2015-16	2014-15	2013-14	2012-13
178	212	0	52	50

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

1.3 Curriculum Enrichment

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

Response:

MBA Programmes with Cross Cutting Issues

Code	Course	Cross cutting issues	Implication
101	Accounting for Business Decisions	Professional Ethics, & Human Values	After studying this course students learn the fundamental of accounting. Accounting serves as financial reports to reporters and intermediaries in the capital markets and owes their primary obligation to the stakeholders. Ethical improprieties in accounting can be detrimental to society, resulting in distrust by the public and disruption of efficient capital market operations. The unit 5 of this course deals in decision making and includes Break-even point, Cost Volume Profit analysis, Optimizing product mix, Pricing decisions, Budgeting,

			and Standard costing. These are essentials of Professional ethics and Human values.
102	Economic Analysis for Business Decisions	Human Values, Professional Ethics, & Environmental Sustainability	Economic growth is important in raising the standard of living. Economy indicates the wealth of Nation. This wealth is depending on all the resources available in the society such as Manpower, raw material, Values, Ethics, Environmental Sustainability etc. In addition, students learn Basic Concepts of Economics, Demand Analysis and Forecasting, Demand and Supply. Cost Concepts, Risk Analysis and Decision Making. Thus, the course teaches, students about Environmental Sustainability, Professional Ethics and Human Values.
103	Legal Aspects of Business	Professional Ethics, Gender equity, & Human Values	The students learn to honor the law. They get knowledge about the various provisions that they have to honor and not to breach under various Acts. This teaches them ethical practice and human values in business. The essence of Gender equality is made evident to the student through the principle of 'law is equally applicable to all'. Consumer Protection Act, Companies Act teaches student about Human values and Professional Ethics.
104	Business Research Methodology	Professional Ethics, & Human Values	Students learn Professional ethics and Human values while studying the traits and characteristics of good researcher and research ethics.
105	Organizational Behavior	Professional Ethics, Gender equity, Human Values & Environmental Sustainability	In this course Students learn Human values and Professional Ethics through Individual Process And Behavior which consists Personality; Attitude; and Perception, Group

			Behaviour, Team building, Motivation, Leadership Development. Organization culture, stress management will teach them about Gender Equity. Whereas Sustaining Organization Culture, Managing Change will teach them about Environmental Sustainability.
106	Basics of Marketing	Professional Ethics, Gender equity, Human Values & Environmental Sustainability	Functions of Marketing, Company Orientation towards Market Place, Concept of Marketing Mix, New Marketing Realities, Segmentation, Target Marketing & Positioning, and Product etc will teach students about Professional Ethics. While Consumer Behavior, Customer Satisfaction, Customer Delight, Customer Loyalty teaches them about Human Values. They learn Marketing Environment that teaches them about Environmental Sustainability.
201	Marketing Management	Professional Ethics, & Human Values	The role of marketing communications in marketing effort. Communication Mix Elements, Personal Selling, Public Relations, Developing Effective Communication through these students learn Human Values. Where as they learn Professional Ethics through New Product Development, Pricing and Channel Design Decisions.
202	Financial Management	Professional Ethics	Students learn about Business Finance, Capital structure, Techniques of Financial Analysis, Capital Budgeting, and Working Capital Management which relates to Professional Ethics
203	Human Resource Management	Professional Ethics, & Human Values	During this course students learn about professional ethics

			and human values, as the course relates to Policies and practices, Human Resource Planning, Recruitment & Selection, Career Planning, Training and Development, Employee Appraisal & Compensation, and Managing Employee Relations.
204	Decision Science	Environmental sustainability	This course deals in Assignment Models, Transportation Models, Linear Programming, Decision Theory, Game Theory, Queuing Theory, Markov Chains & Simulation Techniques, and CPM & PERT which are related to optimum utilization of resources thereby issues related to Environmental sustainability are addressed.
205	Operations and Supply Chain Management	Professional Ethics, & Human Values, Environmental sustainability	Services as a part of Operations Management and Services Perspectives are related with Human Values. Whereas Operations Processes, Inventory Planning and Control relates to Environmental sustainability.
206	Management Information Systems	Professional Ethics, & Human Values	Information as a strategic resource, use of information for competitive advantage, Decision Support Systems, Ethical and Social Dimensions related to Management Issues teaches Professional Ethics and Human Values.
301	Strategic Management	Professional Ethics, Human Values & Environmental Sustainability	Student learns Human Values such as Stakeholders in business and their roles in strategic management, Characteristics of good mission statements, and Corporate Culture. Whereas, Professional Ethics are learnt through Mc Kinsey's 7s Framework, and Six Sigma.

			Sustainability & Strategic Management Integrates Social & environmental sustainability issues in strategic management.
302	Enterprise Performance Management	Professional Ethics,	Goal Congruence and Transfer Pricing are related with Professional Ethics.
303	Startup & New Venture Management	Professional Ethics, Gender equity, Human Values & Environmental Sustainability	The Entrepreneur's Role, Task and Personality, Entrepreneurial Skills: creativity, problem solving, decision-making, communication, leadership quality; personal efficacy, culture & values, traits/Qualities of an Entrepreneurs. Liabilities under the Factories Act, Shops & Establishment Act, Industrial Employment (Standing Orders) Act. Understanding labour - management relationship. All these address to Professional Ethics and Human Values. Whereas Environmental Sustainability is addressed NOC from Pollution Board, Project Report Preparation, and Environment Protection Act. Case Studies on Women Entrepreneurs teach Gender equity.
304	Summer Internship Project	Professional Ethics, Human Values & Environmental Sustainability	Allow students to take printout on both side of page, also instead of submitting 3 hard copies of project; permitted to submit only 2 hard copies and one soft copy. Also permitted to submit synopsis in soft copy. These relates with Environmental Sustainability. Students get exposure about practical knowledge learnt on the field. Students acquire job skills, knowledge, attitudes,

18-01-2018 05:12:51

			and perceptions to constitute a professional identity. These relates to Professional Ethics, and Human Values.
305MKT	Contemporary Marketing Research	Professional Ethics, & Human Values	Designing questionnaires, positioning research, brand research, attitudinal studies, customer satisfaction research. All these address to Professional Ethics, and Human Values.
306MKT	Consumer Behavior	Professional Ethics, Human Values & Environmental Sustainability	Influences of Environment, on Consumer Behaviour is addresses Environmental Sustainability. Culture & Sub-Culture, Social Class, and Social Groups, Individual Determinants of Consumer Behavior address Human Values and Professional Ethics.
306FIN	Financial Systems of India, Markets & Services	Professional Ethics,	IRDA- (Insurance Regulatory and Development Authority) – Role and Functions. Regulatory Frame work of Financial Services. Responsibilities of Merchant Bankers – Role of Merchant Bankers in Issue Management – Regulation of Merchant Banking In India. Credit Rating Agencies – CRISIL and ICRA. All these address to Professional Ethics.
305HR	Labour & Social Security Laws	Professional Ethics, Gender equity, Human Values & Environmental Sustainability	Aspirant gets knowledge about several Acts. Introduction to Labour Legislation that consist Indian Constitution & Labour Legislations. The Factories Act 1948, The Payment of Wages Act 1936, The Payment of Bonus Act 1965, The Payment of Gratuity Act 1972, The Workmen's Compensation Act 1923, The Employee Provident Fund and Miscellaneous Provisions Act 1952, The Employee State Insurance Act 1948, and The Maternity Benefit Act 1961 All these

			Acts address Professional Ethics, Gender equity, Human Values & Environmental Sustainability.
306HR	Human Resource Accounting & Compensation Management	Professional Ethics, & Human Values	HR Value – concepts, Methods & Mechanics, Establishing Pay variables & wage boards-group & individual incentives. These all are come under Professional Ethics, & Human Values.
305IT	IT Management & Cyber Laws	Professional Ethics, & Human Values	Aspirant gets knowledge about Security Management–Need, Case Studies, Types of Computer Crime, Cyber Law Cyber Crimes, Certifying Authorities, function of Controller, and Domain Name Disputes and Trademark Law. All these are address to Professional Ethics, & Human Values.
305OPE	Planning & Control of Operations	Professional Ethics, & Human Values	Students learn the Professional Ethics & Human Values through Planning & Control of Operations, and Relations with other departments.
306OPE	Inventory Management	Professional Ethics, & Human Values	This course address Professional Ethics, & Human Values through Make Or Buy Decisions: Factors influencing Make Or Buy Decisions, cost, and quality.
401	Managing for Sustainability	Professional Ethics, Human Values & Environmental Sustainability	Corporate social responsibility, Responsibility to various stakeholder groups, Formulating and implementing a policy for corporate social responsibility. Corporate Ethics: The Ethical Value System, Values, Business Ethics, Ethics and Corporate Excellence. These teach students about Professional Ethics and Human Values. Environmental Sustainability: Issues and opportunities for

			business in socially and environmentally sensitive world, Social and environmental problems, Sustainable Development

and green development, Business case for sustainable development, Environmental: Atmosphere, fresh water and oceans, land use, management of human consumption, energy, food, waste management, Understanding ecological "footprint": Eco-tracking, carbon marketing, carbon credits, economics of sustainability, Designing for the environment and "greening' the supply chain, regulation, case studies.

Economic: environment degradation and economic growth, nature as an economic externality, economic opportunity.

Social: Peace, security, social justice, sustainability and poverty, human relationship to nature, human settlements.

Environmental Impact Assessment. Also these points consists Professional Ethics as well as Human Values. |
| 402 | Dissertation | Professional Ethics, | Allowed students to take printout of both side of page, permitted to submit only two hard copies and one soft copy. Through the dissertation, the student is expected to furnish evidence of competence in understanding varied aspects of the theme/topic selected and a deep understanding of the specialty area. Students get |

			exposure about professional ethics in this course.
403MKT	Services Marketing	Professional Ethics, & Human Values	This course teaches Professional Ethics & Human Values through Customer perception, Customer satisfaction, Service quality, Employees' Role in Service Delivery, and Service Culture Customers' role in service delivery.
404HR	Strategic Human Resource Management	Professional Ethics, & Human Values	Professional Ethics, & Human Values: Strategic Perspective, Career Planning and Succession Planning, Competency and Potential Development, Integrated HR practices through competency development, Alignment of HR strategies for Improving Organizational Effectiveness. SHRM Issues & Challenges, Global Dimensions: Global Ethical Environment.
403OPE	Operations Strategy and Research	Professional Ethics, & Human Values	Professional Ethics, & Human Values: Quality, Customer service and cost challenges and social responsibility, Value as business concept, and lean manufacturing.
404OPE	Total Quality Management	Professional Ethics, Human Values & Environmental Sustainability	Professional Ethics, Human Values: Environmental Sustainability: ISO 9000-2000,CII etc.
403SCM	Strategic Supply Chain Management	Professional Ethics, & Human Values	Professional Ethics, & Human Values: Globalization, Greening, Ethical Supply Chain, Intelligent System, Implications for managers, organizations & policy makers, Supply Chain Strategy, Managing Supply Chain for Strategic Fit.

List of core courses with credit points for MBA Programme

Note: Courses having credit points 3 are treated as Core Courses

Sr. No.	Course Code	Course	Credit Points	
Semester-I				
	101	Accounting for Business Decisions	3	
	102	Economic Analysis for Business Decisions	3	
	103	Legal Aspects of Business	3	
	104	Business Research Methodology	3	
	105	Organizational Behavior	3	
	106	Basics of Marketing	3	
Semester-II				
	201	Marketing Management	3	
	202	Financial Management	3	
	203	Human Resource Management	3	
	204	Decision Science	3	
	205	Operations and Supply Chain Management	3	
	206	Management Information Systems	3	
Semester-III Common Courses				
	301	Strategic Management	3	
	302	Enterprise Performance Management	3	
	303	Startup & New Venture Management	3	
	304	Summer Internship Project	3	
Semester-III				
	305MKT	Contemporary Marketing Research	3	
	306MKT	Consumer Behavior	3	
	306FIN	Financial Systems of India, Markets & Services	3	
	305HR	Labour & Social Security Laws	3	
	306HR	Human Resource Accounting & Compensation Management	3	
	305IT	IT Management & Cyber Laws	3	
	305OPE	Planning & Control of Operations	3	
	306OPE	Inventory Management	3	
Semester-IV Common Courses				
	401	Managing for Sustainability	3	
	402	Dissertation	3	
Semester-IV				
	403MKT	Services Marketing	3	
	404HR	Strategic Human Resource Management	3	

403OPE	Operations Strategy and Research	3	
404OPE	Total Quality Management	3	
403SCM	Strategic Supply Chain Management	3	

MCA Programmes with Cross Cutting Issues

Sr. No.	Course Code	Course	Cross cutting issue relevant to	Implication
1	IT11	Fundamentals of Computer	Environmental Sustainability	The evaluation of computers advanced microproce into consideration the energy conservation and en issues.
2	T2-IT32	Data Centre Architecture & Storage Management	Environmental Sustainability	Focuses Layout of datacenters, cooling system environmental control, Fire Protection and Security
3	ITC51P ITC61P	Project	Environmental Sustainability	In the interest of the environment, the university mandatory for the projects to be on both side reduce the use of paper instead of submitting 3 ha project report; permitted to submit only 2 hard cop soft copy. Also permitted to submit synopsis in sof
4	T1-IT32	Design And Analysis of Algorithm	Gender & Human Values	As in case of designing a software which address time complexity importance the students learn th life with gender equity chance given by god to ach set position.
5	BM11	Principles and Practices of Management and Organizational Behavior	Gender & Human Values & Professional Ethics	Addresses management principles in the organ gender independent roles in team building, Encouragement is given to the students to e importance of moral values to develop a pers system.
6	SS11 SS21 SSC31 SSC41 SSC41	Soft Skills	Gender equity & Professional Ethics	Course focuses on conversation with colleagues. K Demonstrating the business etiquettes and good overcoming cross cultural issues. Communicating with Higher authorities, c subordinates. This course also prepares students resolution and improving group performance
7	T2-IT42	IT Advisory Services	Gender equity & Professional Ethics	As IT Advisor, students are exposed in dealing wit the client/organisation rather than personal interests
8	T3-IT42	Cyber Laws & Intellectual Property Rights	Gender equity & Professional Ethics	The course empowers the students to encounter terrorism, and knowledge of protecting the rights They are also enabled to understand how to protec self and others
9	T2-IT52	Infrastructure Auditing & Implementation	Gender equity & Professional Ethics	The knowledge, skills of Infrastructure Auditing, students are made aware about maintaining the env per IT security standards (ISO, COBIT).
10	T3-IT52	Entrepreneurship	Gender equity &	Promotes and encourages students to learn process

		Development	Professional Ethics	enterprise and different professional ethics to be an entrepreneur.
11	ITC42	Research Methodology & Statistical Tools	Human Values & Professional Ethics	As a researcher, the ethics to be followed, respec researchers, respondents, and resources.
12	TC41	Optimization Techniques	Human Values, Environmental Sustainability	Optimization Techniques, course helps the studer resources, take into consideration the constra utilizing the resources and plan the activities that environmental sustainability`
2 9	IT12	C Programming with Data Structure	Human Values & Professional Ethics	Addressed the working of stack, queue by correlat Values and Professional Ethics
14	BM12	Business Process Domains	Human Values & Professional Ethics	Course implies processes and practices in busines applications
15	T2-IT33	Introduction to Information Security	Human Values & Professional Ethics	Addresses on do and don'ts in using computer s student can help protect personal, organitional, n global interests of computer users, incorporating, professional values
16	T3-IT31	Enterprise Resource Planning	Human Values & Professional Ethics	The concept of ERP can be extended to us resources to wisely thereby maintaining the balance. The environmental sustainability assimilated and propagated.
17	IT13	Software Engineering	Professional Ethics	Software Engineering course deals with design Requirements Specification (SRS), which is a con description of the intended purpose and e for software under development. The SRS full what the software will do and how it will be perform. Methods of defining SRS are de the IEEE (Institute of Electrical and Electronics specification 830-1998. The IEEE is a profess which regulates their own ethics in Software d with regard to SRS development, the professional e
18	BM21	Essentials of Marketing	Professional Ethics	The ethical practices that are to be followed while IT and IT enabled products or services.
19	ITC31	Multimedia Tools for Presentation	Professional Ethics	Protocols, business etiquettes, to be followed are this course for the students to learn and follow l. life
20	T2-IT34	Office Automation Tools	Professional Ethics	Gives in-depth look on automation tools and its ap the various areas of business
21	T3-IT32	Data Communication & Computer Networks	Professional Ethics	Gives exposure to various computer networks, t behind networks and application protocols, communication protocols along with advanc technologies like LTE, Cloud computing, Grid com
22	T3-IT33	Data Warehouse, Mining, BI Tools& applications	Professional Ethics	Reveals importance of BI in emerging world familiar with the data-warehousing and d. techniques
23	T3-IT34	Information Security & Audit	Professional Ethics	Addresses about values of Information and Information security practices are meticulously i in IT companies worldwide

24	T4-IT33	IT Infrastructure Monitoring	Professional Ethics	Gives knowledge of project and operations manage
25	T4-IT34	Linux Administration I	Professional Ethics	Aware the installation, basic configuration and file
26	T1-IT41	Advanced Java	Professional Ethics	Empowers students in doing socket programming server side applications
27	T1-IT42	Python programming	Professional Ethics	Boosts students to implement concepts of obje methodology
28	T1-IT43	Advance DBMS	Professional Ethics	Gain an awareness of the basic issues in objected o models, applications, familiarize with the data-w and data-mining techniques
29	T1-IT44	Cloud Computing	Professional Ethics	Students adopt the skills and knowledge to unde Cloud Computing Architecture can enable tran business development and agility in an organizatio
30	T2-IT41	Identity and Access Management	Professional Ethics	Intended to understand how IDA solutions are imp Windows Server 2008.
31	T2-IT43	Infrastructure Security Audit	Professional Ethics	Students get aware about IT Security standard practicing globally
32	T3-IT43	Customer Relationship Mgmt& Supply Chain Mgmt	Professional Ethics	Students recognize how IT is an enabler for SCM Also functionalities of CRM in service sector
33	T3-IT44	Software Quality Assurance & Control	Professional Ethics	Students got exposure about different Softwa standards like ISO 9000 & Six Sigma
34	T4-IT41	Network Administration II	Professional Ethics	Advanced knowledge about the network admini VLAN, IP Routing, OSPF, IGRP,EIGRP etc
35	T4-IT44	Wireless Networks	Professional Ethics	Addresses IEEE 802.11, 3G, 4G evolutions used communication
36	ITC51	Software Project Management	Professional Ethics	Focuses process of software project manage estimation, use of project Management tools, configuration management, us software teams
37	T2-IT51	Quality verification	Professional Ethics	Awareness about the quality parameters and me ISO 9001, ISO 27001, LISA, EISA,
38	T2-IT53	IT Service Management	Professional Ethics	Helps to extend the knowledge scope from Te Management, and from Software Engineering Science
39	T2-IT54	Digital and e-business Infrastructure and security mechanism	Professional Ethics	Knowledge of E-commerce and digital payments

List of core courses with credit points for MCA Programme

Note: Courses having credit points more than 3 are treated as Core Courses

Sr. No.	Course Code	Course	Credit Points	
Semester-I				
	IT11	Fundamentals of Computer	4	
	IT12	C Programming with Data Structure	4	

	IT13	Software Engineering	4	
	IT14	Database Management System	4	
	BM11	Principles and Practices of Management and Organizational Behavior	4	
Semester-II				
	IT21	Essentials of Operating system	4	
	IT22	Web Technologies	4	
	IT23	Core Java	4	
	IT24	Essentials of Networking	4	
Semester-III Common Courses				
	MT21	Discrete Mathematics	4	
	MTC21	Probability & Combinatorics	4	
Semester-III Track I : Software & Application Development				
	T1-IT31	Advanced Data Structure and C++ programming	4	
	T1-IT32	Design And Analysis of Algorithm	4	
	T1-IT33	Object Oriented Analysis And Design	4	
	T1-IT34	Advance Internet Technologies	4	
Semester-III Track II :Infrastructure & Security Management				
	T2-IT31	IT Infrastructure Architecture	4	
	T2-IT32	Data Centre Architecture & Storage Management	4	
	T2-IT33	Introduction to Information Security	4	
	T2-IT34	Office Automation Tools	4	
Semester-III Track III : Information Management & Quality Control				
	T3-IT31	Enterprise Resource Planning	4	
	T3-IT32	Data Communication & Computer Networks	4	
	T3-IT33	Data Warehouse, Mining, BI Tools& applications	4	
	T3-IT34	Information Security & Audit	4	
Semester-III Track IV :Networking				
	T4-IT31	Network Administration I	4	
	T4-IT32	Windows Server Configurations	4	
	T4-IT33	IT Infrastructure Monitoring	4	
	T4-IT34	Linux Administration I	4	
Semester-IV Common Courses				
	TC41	Optimization Techniques	4	
Semester-IV Track I : Software & Application Development				
	T1-IT41	Advanced Java	4	
	T1-IT42	Python programming	4	
	T1-IT43	Advance DBMS	4	
	T1-IT44	Cloud Computing	4	
Semester-IV Track II :Infrastructure & Security Management				
	T2-IT41	Identity and Access Management	4	
	T2-IT42	IT Advisory Services	4	
	T2-IT43	Infrastructure Security Audit	4	
	T2-IT44	Enterprise Solutions Architecture	4	
Semester-III Track IV : Information Management & Quality Control				
	T3-IT41	E Commerce & Knowledge Management	4	
	T3-IT42	Cyber Laws & Intellectual Property Rights	4	

	T3-IT43	Customer Relationship Mgmt& Supply Chain Mgmt	4	
	T3-IT44	Software Quality Assurance & Control	4	
Semester-IV Track IV :Networking				
	T4-IT41	Network Administration II	4	
	T4-IT42	Internet of Things	4	
	T4-IT43	Linux Administration II	4	
	T4-IT44	Wireless Networks	4	
Semester-V Common Courses				
	ITC51	Software Project Management	3	
	ITC51P	Project	3	
Semester-V Track I : Software & Application Development				
	T1-IT51	ASP .Net using C#	4	
	T1-IT52	Service Oriented Architecture	4	
	T1-IT53	Big Data Analytics	4	
	T1-IT54	Mobile Application Development	4	
Semester-V Track II :Infrastructure & Security Management				
	T2-IT51	Quality verification	4	
	T2-IT52	Infrastructure Auditing & Implementation	4	
	T2-IT53	IT Service Management	4	
	T2-IT54	Digital and e-business Infrastructure and security mechanism	4	
Semester-III Track V : Information Management & Quality Control				
	T3-IT51	Software Testing & Tools	4	
	T3-IT52	Entrepreneurship Development	4	
	T3-IT53	Decision Support System	4	
	T3-IT54	Business Architecture	4	
Semester-V Track IV :Networking				
	T4-IT51	Network Routing Algorithms	4	
	T4-IT52	Computer and Network Security	4	
	T4-IT53	Cloud Architectures and Security	4	
	T4-IT54	Unified Communication	4	
Semester-VI Common Courses				
	ITC61	Open subject for each TRACK*	3	
	ITC61P	Project	21	

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

Response: 7

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

Response: 7

File Description	Document
Brochure or any other document relating to value added courses.	<u>View Document</u>
Details of the value-added courses imparting transferable and life skills	<u>View Document</u>
Any additional information	<u>View Document</u>

1.3.3 Percentage of students undertaking field projects / internships

Response: 27.97

1.3.3.1 Number of students undertaking field projects or internships

Response: 73

File Description	Document
Institutional data in prescribed format	<u>View Document</u>
List of students enrolled	<u>View Document</u>

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise
A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B.Any 3 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<u>View Document</u>
URL for stakeholder feedback report	<u>View Document</u>

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 4.81

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	12	12	15	28

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 65.95

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

2016-17	2015-16	2014-15	2013-14	2012-13
125	102	162	115	141

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

2016-17	2015-16	2014-15	2013-14	2012-13
180	180	239	200	180

File Description	Document
Institutional data in prescribed format	[View Document]

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

Response: 79.44

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

2016-17	2015-16	2014-15	2013-14	2012-13
67	52	74	43	49

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

2.2 Catering to Student Diversity

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

Response:

The SPPU has introduced CBGS based curriculum in 2013, the curriculum describes in detail the shift from traditional teaching-learning method towards CBGS. Para 3.9.1 of the syllabus has dealt in detail about the process, number of credits to be applied for and efforts to be taken for slow and fast learners by the Institute. The Institute has devised a mechanism for identifying the fast learners and slow learners. It is authorized Application Receipt Centre for MH-CET examination of Government of Maharashtra for MBA/MMS/MCA admission. Counseling session at this phase are conducted and students are made aware about MBA/MCA programme, course pattern, CBGS including the elective subject that the students can opt for. Post admission, Academic advisor interacts individually to each student and advise number of credits that he can opt for during entire programme. The induction program for newly admitted students further enhances their ability to gauge themselves as fast or slow learners by matching their ability with industrial expectations and employability skills that are to be acquire during entire programme.

The Institute is well aware of the students diversity in form of their learning levels and hence strategies to satisfy each student type as per his profile, and does the best to provide multiple avenues in the areas of their interests. The Institutes generally admits students with lower CET scores and are from rural background.

During the admission procedure, Faculty advisors have face-to-face interaction with the students to understand their learning levels. They further advise her/him about the academic programs and counsel on the choice of courses considering the student's profile and career objectives. During Induction program, the learning levels are further identified by conduct of management games, mind mapping games.

SPPU Curriculum is designed to cater students with different learning abilities and gives teachers to cater the needs of slow and advanced learners with lot of add-on programs respectively. The Institute/SPPU

encourages students to learn at their own pace, for the same, a student exercises the option to decide his/her own pace of learning-slow, normal or accelerated plan.

Faculty members adopt a variety of teaching methodologies to make learning interesting to all types of learners. The faculty member use modern teaching tools, technology and innovative techniques. As a part of concurrent evaluation, the learners is evaluated on a continuous basis by the Institute to make sure that student learning takes place in a graded manner. GFM further identifies the learning inclinations of students and gives them monthly counseling.

Course coordinators are well aware of the diversified students and follows Strategies for managing a diverse Class.

Course coordinators spares more time for additional discussion for developing the rapport with students to simplify the subject and conducts remedial coaching by using regional language in the subject discussion.

Course coordinators gives advance case studies, presentations topics for the advance learners

2.2.2 Student - Full time teacher ratio

Response: 9.32

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

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

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

2.3 Teaching- Learning Process

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

Response:

The Institute understands the students admitted have different learning levels, needs, interest and aspirations. Institute formulates strategy to build a student centric environment. It believes in the importance of paradigm shift from traditional "instructional" method to student centric teaching-learning, where the student's reply is acknowledged first than the focus of teacher's instructions. The basket of courses for half credit courses under the cafeteria approach are offered to the students to develop critical

thinking, problem solving attitude, research inclination and new skills from the courses. It believes that the concepts can be well understood if the learners practice "learning by doing". The Institute focuses more on application oriented thinking, based on sound knowledge of management theories, principles and concepts and focus on group activity, field work, experiential learning.

Technical Projects

MCA Curriculum of SPPU, programme gives emphasis on creating business applications. Furthermore, it focuses on learning aspect from three dimensions viz. Conceptual Learning, Skills Learning and Practical / Hands on. The Institute puts in efforts to go beyond the set curriculum, by way of challenging the students to take up projects, which are socially useful.

SIP and Dissertation

The student is expected to work for 8 weeks during the summer vacation (Between end of 2nd semester and beginning of 3rd semester) in any organization may be a even a NGO. Students are promoted to take up SIP that exhibits a cross-functional orientation. SIP may be a research project – based on primary/ secondary data or may be an operational assignment involving working by the student on a given task/assignment/project in an organization / industry. It is expected that the SIP shall sensitize the students to the demands of the workplace. The learning outcomes and utility to the organization specifically are highlighted.

Dissertation

Inline with the curriculum of SPPU, the MBA programme gives emphasis to conduct advanced research on a topic related to contemporary issues in management. This dissertation outlines the entire problem, including a survey of literature and the results obtained along with their solutions.

Group discussion

Group discussion method fosters interdependent learning as opposed to independent learning. Group discussions and group presentations are regularly held in the Institute to encourage the students for participative learning.

Field/Industrial Visits

The Institute arranges Industrial/Mall visits so as to expose dynamic environment to the students where they get learning opportunities. Such visits provide opportunities for the learners to incorporate outside experiences into a particular Course/Programme, These visits provide significant transitional impact on students as they apply theoretical knowledge in a professional environment, develop potential employment opportunities, social skills and define professional goals.

Knowledge Sharing Sessions:

The students and the faculty meet every week for knowledge sharing session.

A group of students under the guidance of a Faculty Mentor identifies a contemporary business/technology event or a happening. The event/case is discussed and the root cause analysis the outcome is shared with all

others. This leads to improved communication, better analytical skills and problem solving abilities.

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

Response: 85.71

2.3.2.1 Number of teachers using ICT

Response: 24

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

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

Response: 2.78

2.3.3.1 Number of mentors

Response: 94

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Conventional teaching method/Chalk-duster method is found inefficient to cater the demands of diversified student. In today's Information age, techno-driven students demand emphasizes on comprehensive quality, so it is necessary to reform the traditional teaching methods. Both the management programmes, supported by ZIBACAR follow teaching pedagogy which is outcome based rather than output based. The innovative education model is a set of different kinds of teaching-learning mode. Both the teaching and learning aspects are utmost important not only to the students but also to faculty members. Following innovative and creative teaching learning process are implemented by ZIBACAR.

Colloquium

In order to assess and suggest improvements in the Teaching –Learning methodology, ZIBACAR conducts "Colloquium" twice/once a year. Every Faculty is given a chance to present a topic depending on Recent trends in allotted Course, Books/Magazines, Companies, and Concurrent evaluation parameters. The peer reviewed presentations are followed by Question- Answer session. Colloquium gives a common platform to all the faculty members to upgrade their knowledge, add new dimension and create critical thinking among them. The same is further propagated to the students in learning sessions. Concurrent evaluation parameters to be chosen by the course coordinator to best suit the learning needs. It is expected that the student demonstrate the Knowledge, Skill and Attitude acquired during the Course.

A2C approach (Application to Concept)

A2C approach attempts to explain the application in first part and later introduction of a particular concept. This approach is helpful to map the PO's, PSO's and CO's firstly, followed by their implementation. This teaching –learning pedagogy is highly effective as its demonstrates and ignite the learning quotient, comprehend the topic, identify its benefits and relate it to real life applications. The Course coordinator demonstrates the outcome of an topic in form of screen shots, computer output. The solutions to problem and how it is arrived is thrown open for a discussion. The students are encouraged to find any alternative methods of arriving at the solutions. The pros and cons for selecting the solution in the given problem are deliberated.

Open Learning Space(Weekly Assembly)

For dissemination of knowledge and to enhance the employability by the way of better communication, personality, the Institute operates Open Learning Space in the form of Weekly deliberations 'Assembly'. Students identify a topic under the guidance of a faculty mentor. They prepare a presentation on the topic and is presented during the weekly presentation scheduled. The topics selected for presentation are varied and encompass not only the techno-management but also general knowledge, national events, national interests, biographies of the National leaders, heritage and culture, current affairs, sports etc. The assembly further encourages playing of management games the outcome/conclusion of which is discussed. Playing quiz competitions is also encouraged so that the students' knowledge pertaining to a concept is checked. This is followed by question-answer session and inputs by each faculty members regarding the performance of the students and areas of improvements. Not only the presenters but the participants too are benefited by this activity.

2.4 Teacher Profile and Quality

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

Response: 67.14

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

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

Response: 14.15

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	1	3	2	2

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

2.4.3 Teaching experience of full time teachers in number of years

Response: 7.5

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	[View Document](#)

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

Response: 1.11

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

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

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

last five years

Response: 7.86

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	2	3

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

The traditional evaluation system emphasizes on the memory based preparation and fails to enhance learning abilities of students who are academically oriented. The former evaluation system evaluates the students in form of written exams conducted after a long gap, once in a semester, typically called as 'semester end examination'. Hence, there was need to evaluate the evaluation reforms and make it span over the entire learning period.

SPPU, Pune, rolled–up the Choice based Credit rating system from 2013. The Director of this Institute was a member of core committee constituted by Hon. Dean, Faculty of Management to frame this syllabus. A wide basket of subjects under the concurrent subjects is offered and students have a choice to select the course. The syllabus puts in place Continuous Internal Evaluations (CIE) as a new reform in the evaluation system. Concurrent evaluation components are designed in such a way that the faculty can monitor the students' learning, development and intervene wherever required. The faculty member shares the outcome of each concurrent evaluation component with the students, soon after the evaluation, and guides the students for betterment.

Reforms in CIE for MBA Programme

The university had suggested 16 and 18 components for CIE for 2013 and 2016 pattern respectively. However, the syllabus pattern provides individual faculty member flexibility to design the CIE parameters in a manner to give a balanced assessment of student capabilities across Knowledge, Skills & Attitude (KSA) dimensions based on variety of assessment tools. Of the 16/18 CIE parameters the faculty is expected to choose minimum three parameters for full credit course and five parameters for half credit courses.

The reforms of CIE in 2013 pattern for MBA programme are given below:

Course type	Credits	Concurrent Evaluation	Online Evaluation	University Evaluation (Subjective)	Total Marks
Generic Core Courses	3	30 (except for 50 for SIP)	20	50	100
Generic Elective Courses	2	50	-	-	50

The two new CIE parameters added in 2016 are Student Driven Activities and News paper reading were added. The Institute encourages the students to read newspapers and has subscribed local English newspaper 'Sakaal Times' (free of cost for the students). This concurrent evaluation parameter is over and above the other CIE parameters decided by each course coordinator.

Reforms in CIE for MCA Programme

Reforms of CIE in 2013 and 2015 pattern for MCA programme are:

The university has suggested 16 components for Concurrent Evaluation (CE) for 2015 pattern. The syllabus pattern provides individual faculty member flexibility to design the concurrent evaluation components in a manner to give a balanced assessment of student capabilities across KSA dimensions based on variety of assessment tools.

Course type	Credits	Concurrent Evaluation	University Evaluation (Subjective)	Total Marks
External	4	30.	70 (except for 250 for Project)	100
CIE	2	70	-	70
CIE	2	50	-	50
CIE	1	30	-	30

The Institute makes best efforts to provide one computer per student (mandated student -computer ratio is 1:4) so as to enrich individual technical abilities.

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

Response:

The external assessment of the students is done by the Savitribai Phule Pune University once a semester typically at the end of the semester. An online test on all the five units in the form of MCQ's is carried out by SPPU for MBA Programme and is a separate passing head for acquiring the credit. The external assessment is based on the rot memory and writing skills of the students, therefore, not a reflection of knowledge and skills acquired. In order to have an accurate judgment of students learning ability, the

internal assessment is conducted in form of implementation of Concurrent Evaluation parameters as specified by SPPU and is effectively implemented by the Institute.

The Continuous Learning and Student Centric Concurrent Evaluation makes not only the learning and evaluation process continuous but also learner-centric. Internal Assessment places more emphasis on understanding of assessment tasks in relation to the standards, to thought processes and content (to provide feedback) and to the learners' needs.

The mechanism of internal assessment is transparent and robust in terms of frequency and variety. As per the syllabus, Course coordinators have to select minimum of three concurrent evaluation components per full-credit course and five concurrent evaluation components for each half-credit course. The internal assessment is independent passing head for earning the credits of the programme. The Course Coordinators have flexibility to design the concurrent evaluation components. The Course coordinator shares the concurrent /Continuous evaluation parameters at the beginning of each semester. The concurrent evaluation parameters are also part of Induction manual. The course coordinator also discusses the PO's, PSO's and CO's and explains the significance of selected parameters with the students. Concurrent evaluation components are designed in such a way that the Course coordinator monitors the students learning & development and intervene wherever required. The Programme coordinator and the Director encourages Class coordinator to adopt variety of parameters so as to give a balanced assessment of student capabilities across Knowledge, Skills & Attitude (KSA) dimensions based on variety of assessment tools.. The faculty member shall announce in advance the units based on which each concurrent evaluation shall be conducted. Each component shall ordinarily be of 10 marks. The Institute shall however have the liberty to conduct additional components (beyond three/five). Marks for the concurrent evaluation are communicated by the Institute to the University as per the schedule declared by the University. Detailed record of the Concurrent Evaluation is maintained by the Institute. The same is made available to the University, on demand.

Each semester comprises of 3-4 months, keeping this in mind the course coordinator implements/executes selected parameter in 3-4 weeks. After conduct of parameter, the Course coordinator shares the outcome of each concurrent evaluation component with the students and guide the students for betterment. The concurrent evaluation marks are displayed on notice boards within 5 days of the evaluation.

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

Response:

Evaluation and its outcome are is very sensitive issue. The career and academic progress of students depends on the marks/grades scored by them. The Institute and University has strict rules and regulations regarding exam grievances by any of the stakeholders. They both take strict and corrective actions in case of non-compliance of any process.

Academic monitoring committee ensures that the examination are conducted in fair and transparent manner for the benefit various stakeholders viz Students, faculty members, Institute and University. The committee strives that the grievances regarding exam never occurs and even if they occur they are uprooted right at the initiation point. The Institute has appointed College examination officer and acts as the one point of

contact for all University related actions.

The Academic/Exam committee and the Director addresses the students as well as faculty members, regarding exam grievances and discourage them in getting involved in any malpractices. The instructions regarding exams are percolated via Notices and Circulars. The Exam committee sensitizes the students and the faculty members towards exam and related process and outcomes. The Course coordinator conducts learning and remedial sessions for the students. The students are made aware about how to solve the questions, write precise and concise answers, within stipulated time. The Course coordinator conducts a discussion for the students after the conduct of exams wherein they discuss question paper and answers sheet. Furthermore, Course coordinator shares the solutions of questions with marking scheme for internal tests.

Grievances handing mechanism at Institute Level:

For each course the Course coordinator explains the concurrent evaluation parameters to the students and the students are informed about them well in advance. The Exam Coordinator displays notices regarding commencement of exams well in advance on notice board, so that the students as well as faculty members are well prepared for the exam. A Circular regarding Question paper setting as per the University standards is send to the faculty members, so that the students are exposed to the University Question paper pattern. The faculty members assess the answers sheets within the stipulated time and the result is displayed. The answer sheets of internal class tests/assignments are circulated to the students after evaluation and they can immediately convey their grievances, if any, to the Course coordinator.

Grievances handing mechanism at University Level:

The CEO of the Institute conducts a "Training program" for all the faculty members regarding the University exam process so that the faculty members are exposed to the exam process and the chances of conducting errors during exams are minimized. The Institute reports exam grievances to the University Exam department and follows the procedure laid down .

For University examination, the students can apply for photocopy of answer sheet. On the receipt of the same, students have liberty to show the same to the concerned course coordinator, discuss the grievances and seek advice. As per the advice, he/she can apply for revaluation of answer books to the CEO of University as per the procedures of the University.

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

Response:

The Institute strongly believes in transparency in its functioning. In its endeavour to achieve the Institute's goals, all the activities are carefully planned and executed. The activities planned are for the current academic year and includes perspective future developments. Being a management education Institute, students learn by participative teaching-leaning method, solve complex problems, demonstrates presentation/Communication and Soft skills. Academic training, Seminars, Workshop are conducted in order to get an insight for key Courses.

Preparation of the Academic Calendar immensely contributes to achieve this. The Academic Calendar serves as source of information and planning document for students, faculty, staff, and other stakeholders of the Institute. It encompasses all the processes of Institute such as, Student section, Administrative, Academic, co-curricular, and extracurricular activities. The institute prepares the Academic calendar by understanding the PO's and CO's, so that the activities are planned accordingly. Academic Calendar lays down very strong academic foundation. It further propagates the Institute's vision and mission.

Preparation of the Academic Calendar begins well before the commencement of the academic year. The Academic calendar is designed in line with the affiliating University's Academic calendar and takes into consideration the holidays and vacation in the Campus. Programme Coordinator while preparing the academic calendar in consultation with SSAB Chairman and the Director takes into consideration feedback of previous year activities. Then it is placed before the Governing Body for approval. The suggestions made by the Governing Body are incorporated in the academic calendar before it is finalised.

The university MBA syllabus has listed down 16 parameters for concurrent evaluation. While preparing lecture plans the course coordinators of the respective courses decide the parameters best suited for the course and align them with the academic calendar. The Institute follows diverse evaluation parameters for each course which are dependent on the students participation in an activity and demonstrating the required skills. The academic calendar is communicated to the students by displaying it on website, notice board, induction manual and Institute's prospectus. The institute has built-in mechanisms to ensure syllabus completion and conduct of CIE within the time frame and accordingly the various measures are taken. Tutorial and remedial sessions are conducted on week days and on Sundays.

The Academic committee balances the trade-off between strict adherence of the Academic calendar and conduct of CIE. The Academic committee, SSAB committee conducts regular meetings for the CIE, activities conducted and their implementation. The Academic committee, SSAB committee ensures the strict implementation of the Academic Calendar by monitoring activities. Implementing gaps are reviewed periodically. The status of the check points and the gap identified in monitoring are conveyed to Director for the necessary action.

The Institute faces challenges in completing the syllabus, conduct of CIE due to factors beyond its control. The MBA/MCA admission process is governed by DTE, the commencement of classes are from 2nd or 3rd week of August month to this only 5/6 weeks are available to complete the syllabus of semester I.

2.6 Student Performance and Learning Outcomes

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

Response:

The syllabus of Savitribai Phule Pune University specifically mentions set of objectives, for every course.

The Institute follows outcome based learning for MBA and MCA Programmes. The course outcomes are set for every course by the faculty experts in that course in consultation with the Academic Monitoring

committee and the Director.

These are well communicated to the teachers and students by:

- The students are made aware of the learning outcomes through the Director's address in the beginning of the academic year during Induction Programme.

- The Programme Outcomes, Programme Specific Outcomes and Course Outcomes are displayed on the Institute's website.

- The copies of the syllabus are kept in the Institute's library for students and faculty members as ready reference.

- Stating them in the course plan.

- Explaining the same to the newly joined faculty members at the beginning of the academic session.

- Appraising the faculty members about the methods for measuring and achieving learning outcomes.

- The faculty member of every course explains course objectives, evaluation pattern, marking scheme to the students.

- Students are intimated of the learning outcomes at the commencement of any unit/topic of the course.

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

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

Response:

Teaching-learning mechanism of the Institute is outcome based rather output based. The curriculum planning, delivery, assessment and evaluation methods are streamlined with respect to the Outcome based education. The students are assessed continuously by the institution as they progress through the programme.

The Institute's Program Outcomes (POs) are designed and identified by considering the students graduating from Management Programme should be able to do.

PSO's are specific to MBA and MCA programme and are written by the Department offering the programme. The MBA/MCA Department can differentiate its programme through PSOs.

Course Outcomes (COs) are the narrower statements that describe what students are expected to demonstrate the knowledge/skill acquired at the end of each course. And are furthered from skills, knowledge, and behaviour acquired in their earlier education. The course outcomes are set for every course by the faculty experts in that course in consultation with the Academic Monitoring committee and the Director. It is suggested to use action verbs (Bloom's taxonomy) to design course outcomes.

The Institute follows concurrent as well as external evaluation of the students, as per the University's curriculum for both the Programmes. For both MBA and MCA Programmes, University (external evaluation) exam is conducted at the end of each semester as per the schedule declared by the University. For MBA and MCA, the concurrent evaluation is of 30 marks for full-credit course and 50 marks for half-credit course. For concurrent evaluation pool of parameters are suggested by the University, however, the course coordinator has enough flexibility to choose the related parameters for the evaluation based on expected course outcome. For MBA Programme Online test (20 marks) based on MCQ's is conducted by the University and is an independent passing head. The external evaluation is of 50 marks for MBA and 70 marks for MCA for all full-credit courses. The MBA curriculum specifies the question paper setting pattern for external evaluation. It specifies that, each question is for 10 marks (with or without internal option) and question number 1 is mapped with Unit-1 of that course and there would be five such questions based on the five units of the entire course. For MCA Programme, the questions are set as per the weightage assigned to each Topic.

The University declares result which is a grade-sheet and the grades obtained for each course are mentioned. The attainment of the Course outcomes is based on direct measurement. Student scoring 'A, A+, O 'grades are said to have attained high level, 'B and B+' grades are said to have attained medium level and 'C and P' grades are said to have attained low level. The attainment of the final Programme outcomes is also done similarly.

2.6.3 Average pass percentage of Students

Response: 76.64

2.6.3.1 Total number of final year students who passed the university examination

Response: 466

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

Response: 608

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	<u>View Document</u>

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

3.1.2 Percentage of teachers recognised as research guides at present

Response: 3.57

3.1.2.1 Number of teachers recognised as research guides

Response: 1

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

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.06

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

Response: 2

File Description	Document
List of research projects and funding details	View Document
Supporting document from Funding Agency	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

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

Response:

Institute has established incubation centre with goals and objectives to give assistance for students who desire to be job giver rather than job seekers. They act as role models for other students and kindle the entrepreneurship. The variety of product or process ideas and the execution plans in their minds need a proper platform for the systematic processing and progression towards a viable innovation. The institute has provided this platform. It contributes not only towards their employment but also towards the contribution to the society or nation in form of the employment and solutions to the unsolved or less solved problems of the society.

Institution has created an eco-system for innovations for creation and transfer of knowledge with the means of different initiatives i) Establishment of Incubation center ii) Entrepreneur for Day (E4D).

Establishment of Incubation center: The incubation center was established in the year 2013, and was inaugurated at the auspicious hand of Mr. Pramod Choudhari, Executive Chairman Praj Industries, Pune. The incubation center has necessary infrastructure and facility, i.e. internet facility, guidance of & direction from internal experts as well as the external consultants in the different concerned fields. It is expected that the incubation center will help the interested students in conceptualizing their research ideas into meaningful and marketable products and services and launch them in their startup businesses.

Entrepreneur for Day (E4D): As a management institute offering professional programs such as MBA & MCA; Institute has shaped an eco-system between academics and practical implementation of the gained managerial knowledge through curriculum by starting Entrepreneur Development Cell. This cell has developed unique and movable E4D booth. The student desirous to be an entrepreneur expresses his desire starts an entrepreneurial activity for day. This practice gives initial inhabitation for taking risk. As a result of such a ice breaking activities about 20 students of our institute have started and succeeded as small and medium scale entrepreneur.

We are in the process setting of a market research and survey agency to assist the students in the product/market feasibility studies.

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

Response: 16

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

2016-17	2015-16	2014-15	2013-14	2012-13
9	2	2	1	2

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

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

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

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
List of Awardees and Award details	View Document

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

Response: 2

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 4

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

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

Response: 0.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	8	5	6	9

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

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

Response: 0.36

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	1	0	14	8

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

3.4 Extension Activities

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

Response:

The Institute understands its moral responsibility to carve/shape the future of the students in not only developing their knowledge, Skills and Attitude but also makes them socially responsible. The institute imbibes the basic sense of responsibility and sensitizes students to the social cause / issues so that they maintain equilibrium between their aspirations and societal problems. The institute believes that the philanthropy plays a substantial role and work towards support social causes, welfare and development of the society.The institute practices organising and participation in social projects which will eventually establish a strong bond between the community and the academia.

The Institute prepares the students to develop into a well-rounded professionals, such a holistic approach empowers students to implement their academic learning into social development. This approach gives an opportunity to the students for psychological, social and emotional growth. The students develop better communication and social skills, better confidence, develop critical thinking, decision making ability, innovative adults.

The Institute promotes sense of social responsibility through conducting social, environmental awareness programmes for the students in the form of 'Road safety rally', 'Swachh Bharat Abhiyaan', 'Blood donation camps', E-waste management, rural empowerment through career guidance, visit to orphanage and 'Traffic rules awareness'.

The Institute is well aware of diverse background and varied skills of students and conducts various activities that are aimed at holistic development of students so that they are prepared for the employment in the corporate world and are successful in their career. The institute works towards converting the Students Idea into Action.

The Institute conducts innovative experiential activities like weekly Assembly, TED Talks, book review, movie review, role plays, Case studies, Motivational Session, Mock Interviews, Mall Visit, Court Visit, Industry Visit, Budget Session, Soft skills session, Personality Development Sessions, Communication Skills Sessions, Presentation Sessions etc.

The Institute further encourages students to participate in Inter-Departmental and Inter-Institutional Co-Curricular activities like Quiz Competition, project competition, puzzle competition, poster competition, paper presentation, case study competition, Programming competition, etc. Co-Curricular activities are Management Fest, HR meet, Alumni Meet, Industrial visits, seminars, workshops and conference etc. the institute had formed various clubs like Entrepreneur Development Cell, Incubation Centre, Bank on Cell, Yoga/Art of Living club, Dance/Music/Sports/Photography club, HR club, Enterprise Connect, Innovation Hub, etc. as per the industry requirement, interest and inclination of the learners.

The Institute organizes extra-Curricular activities like skit competition, singing and dancing competition, drawing competition, rangoli competition, sports activities (like Cricket, Volleyball, Badminton, Chess, Carom etc), face painting etc. Extra-Curricular activities may be Annual sports meet, Annual Cultural meet, Fresher's Party, Farewell party, Induction Program, Trekking-Trip and celebration of various festival and events.

The Institute forward looking and hence aims to contribute and bring a positive change in the society through support of students at a large extend. The students will become a conscious citizen with social concerns and national interest.

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

Response: 3

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	0	0	0

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

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 8

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	1	1	1

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids

Awareness, Gender Issue, etc. during the last five years

Response: 77.98

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

2016-17	2015-16	2014-15	2013-14	2012-13
157	190	239	223	297

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

3.5 Collaboration

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

Response: 9

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

2016-17	2015-16	2014-15	2013-14	2012-13
9	0	0	0	0

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

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

Response: 5

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	4	0	0	0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Institute has infrastructure which is over and above as required by AICTE, DTE as well as SPPU. The Institute has well defined policy for creation and enhancement of the infrastructural facilities ahead of needs. The requirements regarding need of creating new civil and electrical work, Computer Lab development, teaching aids, faculty rooms (seating arrangements) and furniture and fixtures are collected according to intake and revised syllabus, and extension of approval process manual of AICTE. These requirements are forwarded to GB through LMC for approval. The computer lab and the library committee ensure all necessary support in the library such as OPAC system, internet and Wi-Fi facility for easy accession of all learning resources.Apart from computers the Institute provides computer peripherals such as printers, scanners, DVD writer/player, photocopy machine which exceeds the adequacy requirement.Institute has over the mark infrastructure available for its smooth functioning. The details are as follows:

Sr. No.	Particulars	Total area (Sq. Mts.)
1.	Instructional area	1574.00
2.	Administrative area	0753.94
3	Amenity area	0786.70
4	Circulation area	1218.10
Total		3980.97

The Institute has provided all required infrastructural facilities for smooth conduction of curricular and co-curricular activities.

The details of available classrooms, tutorial rooms, Computer Lab, seminar halls for curricular and co-curricular activities are as follows:

Details	Number		Area (Sq. Mts.)	
	Required	Available	Required	Available
Class Rooms (MCA)	03	03	198	247.26
Tutorial Rooms (MCA)	01	01	33	35.74
Class Rooms (MBA)	03	03	198	244.26
Tutorial Rooms (MBA)	01	01	33	35.74
Laboratories (MCA)	02	02	264	315
Seminar Hall	02	02	264	285
Computer Center	01	01	150	151

Library and Reading hall	01	01		100	200	
Total instructional area and library space		1574.00				

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

Response:

To inculcate the leadership qualities and team spirit, the institute encourages and provides facilities for students to participate in extra-curricular activities. The total area of Zeal Education Society's, Narhe campus is of 40923.86 sq.mtr from which 2023.43sq.mtr is earmarked to the Institute. Within its premises the institute has two seminar halls decked up with modern equipments like P.A. system projector built in 285.47sq.mtr. The capacity of the seminar hall is of 150 each. Various programs like fresher's party, farewell party, Alumni meet, Teaching-learning sessions are conducted. Zeal Education Society has built several Central amenities to cater the diverse needs of the students. Central amenities are Culture Center, Music Studio, Dance Studio have been created for students to groom their talent. The society believes that a sound mind rests in a sound body, facilities like Music and Dance studio Sports Ground, Auditorium and Gymnasium for over all development of students.

Gymnasium: A gymnasium facility is provided in campus. Gymnasium has 16 in 1 combination machine and 4 in 1 combination machine along with dumbbells, multipurpose bench and boxing punching bag. The gymnasium was established in the year 2015 and the area is 670.56 sq.mtr.

Auditorium: Institute has Auditorium with area 488.8 Sq. Mts. With seating capacity of 700. Various functions like, induction program, seminars, conferences, training, placement drives, Alumni meet are conducted in the Auditorium. It is well equipped with all modern facilities like

·   Air conditioning

·   Public address System

·   LCD Projector

·   Internet facility

·   Wide display screen

Dance & Music studio: The dance studio has necessary infrastructure such a music system and mirrors to view the dance performances. The music studio has modern equipments like drums, piano. The studios were established in the year 2015 and the area is 140.58 sq.mtr and 70.29 sq.mtr respectively.

Photography studio: The studio has a darkroom and a proper studio set up where photographs are taken and space for related work. The studio was established in the year 2015 and the area is 70.29 sq.mtr. The Society owns a DSLR camera.

Sports: The Society aims to produce physically fit and mentally robust management students. The Society has a playground area 13952 Sq. Mtrs. and basketball court area 450 Sq.Mtrs. with facilities for different outdoor games. The Society also has adequate infrastructure for indoor games. The Society has a Sports Teacher to guide and train the students in various games. The sports ground was decked up in the year 2013, and followed ground/pavilion in the year 2015.

The Institute motivates and promotes the use of Zeal Dance & Music studio by allocating an exclusive session in Time table so that students gets platform to the to showcase their hidden talent and to carry out their hobbies, along with the academics. The Usage register however is not maintained exclusively for the ZIBACAR students.

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 8

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

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

Response: 10.61

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

2016-17	2015-16	2014-15	2013-14	2012-13
29.18	10.11	1.66	1.45	4.22

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

4.2 Library as a Learning Resource

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

Response:

• Name of the ILMS software: **AutoLib Library Management System**

• Nature of automation (fully or partially): **Partially**

• Version: **New Generation (NG)**

• Year of automation: **2009 upgraded in 2016**

Description of Library Automation

We are using AutoLib library management software since 2009. This ILMS is very user friendly and it enables efficient library administration to cater user services. AutoLib software keeps all the transaction records & generates various reports which are very useful for library administration. ILMS is having various modules as under:

1. Master: This module includes college master, institute information, Accession master etc. With this module we can add all master entries. Such as departments, subjects, publisher, suppliers, book language, classification No.etc.

2. Member: This module is all about member. With this module we can add members, update member information, change class & category.

3. Acquisition: Book request, Book approval and order.

4. Circulation: This module is used to circulate the books to the users. It also includes reader information, in out entries, issue/return, reservation, class wise issue, dues list, etc.

5. Tools: With this module OPAC (Online Public Access Catalog) facility is provided for searching the library resources. User can search the library resources as per follows:

a. General Search: Title, Author, Publication, Subject, ISBN & Classification number.

b. OPAC for Advanced Users: The searching can be done with various combinations search fields.

6. Search: Search can also be done through the accession numbers without remembering the title or author

of the book. This facilitates fast & accurate searching.

7. Reports: This is an important module of the Integrated Library Management System (ILMS) which helps to generate various reports. The following reports are generated through this module:

a. Circulation: Books Issue/Return summary date wise, book reservation, readers summary, designation wise issue summary, books issued list, books due list, member history and book history etc.

b. Books: List of books on shelf, books given to binding, book list with no of copies, titles list etc.

c. Graphical: Department wise & subject wise copies, Issue count category wise & department wise.

d. Member: Member list roll no. wise, book usage, member history, penalty list etc.

e. Abstract Reports: Here we can get various abstract reports.

f. Multi Selected Reports

8. Print: This module is used for bar code printing, book card printing.

9. System Admin: This module is used for various parameter setting, bulk updating, database backup; import export members excel data, photo and signature.

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

Response:

The library has adequate collection of text books and reference books as recommended by the curriculum. As the institute treats library as Knowledge Resource Centre and endeavors to fulfill the library needs of the students and faculties. Therefore the library is enriched with resources which go beyond the curriculum. The library is enriched with the resources such as encyclopedias, Dictionaries, Handbooks, yearbooks, rare books, case studies, physical map of the world, biographies and autobiographies of national and business leaders. The library has downloaded various rare books from Rare Book Society Of India (RBSI) and made them available to the users as reference material for enrichment of their knowledge.

Books related to competitive exam and aptitude tests, skill development hold place on the shelves of the library. These books are authored and published by well known authors and publishers.

Latest trend in setting up digital library has been adapted by the library. The digital library has digital learning resources such as NPTEL videos and e-journals. CD's and DVD's are also available to users for their learning. Summer Internship Project reports of past students have been stacked separately for students for their reference. Important articles from the national newspapers are displayed in the library to enrich the user knowledge.

Our library is having an Institutional Membership of National Digital Library, British Council Library,

Pune and Jayakar Library of Savitribai Phule Pune University.

Sr. No.	Name of the Book	Author	Publisher	Copies	YoP
List of Rare Books for Library Enrichment					
1	An Autobiography or The Story of My Experiences with Truth	Gandhi M. K. (Translator Desai Mahadev)	Navajivan Publishing House	1	1927
2	The Secret Life of Adolf Hitler	Dewis David	Hienrich Hanau Publications	1	1977
3	Sink the Tirpitz!	Peillard Leonce	Mayflower	1	1975
4	Iacocca : An Autobiography	Bantam Books	Iacocca Lee	2	1986
List of Books for Library Enrichment					
1	10 Judgements That Changed India	Mody Zia	Penguin Books	1	2013
2	1001 Days That Shaped The World	Furtado Peter (ed.)	Hachette	1	2012
3	Aadhunik Bharatacha Itihas	Deshpande V. T.	Ksagar	2	2017
4	Aadhunik Bharatacha Itihas ?????? ??????? ??????	Grover B. L. / Belhekar N. K.	S. Chand & Company Ltd.	2	2016
5	Aapli Samsad ???? ????	Kashyap Subhash C. / Patil N. B.	National Book Trust	2	2016
6	Aaram Kara Aani Shrimant Vha	Jadhav Namdevrao	Rajmata Prakashan	1	2014
7	Aarthik Sankalpana	Govilkar Vinayak M.	Diamond	2	2014
8	Academic Writting : A Guide For Management Students And Researchers	Monippally M M / Pawar B S	Sage	10	2011
9	Advances in	Chakrabarti	Springer	1	2016

	Computing Applications	Amlan / Sharma Neha / Balas Valentina Emilia			
10	Aptitude, Personality And Motivation Tests : Analyse Your Talents And Personality And Plan Your Career	Barrett Jim	Kogan Page	4	2010
11	Art Of Choosing	Iyengar Sheena	Abacus	1	2013
12	Bharatacha Bhoogol	Gharpure Vitthal	Pimpalpure & Co.	2	2016
13	Bharatachi Rajyaghatana Aani Prashasan	Kolambe Ranjan	Bhagirath Prakashan	2	2016
14	Bharatachya Swatantrya Chalvalicha Itihas	Pawar Jaysingrao	Phadke Prakashan	2	2015
15	Bharatiya Arthavyavastha	Desai S. S. M. / Bhalerao Nirmal	Nirali	2	2016
16	Bharatiya Rajyaghatana Aani Rajkiya Vyavahar	Bachal V. M. / Ksagar	Ksagar	2	2017
17	Bharatiya Rajyaghatana, Rajkaran Aani Vidhi	Shinde Vijaykumar	Study Circle	2	2016
18	Bharatiya Shasan	Laxmikant M.	McGraw Hill	2	2015
19	Bharatiya Shasan Aani Rajkaran ?????? ???? ??? ???????	Patil B. B.	Phadke Prakashan	2	2016
20	Bhoogol Va Krushi	Savadi A. B.	Nirali	2	2017
21	Biography Of The Indian	Samaddar R	Sage	2	2001

	Nation 1947 - 1997				
22	Brand Warfare : 10 Rules For Building The Killer Brand	Dalessandro D	Tata McGraw Hill	1	2001
23	Britannica Reference Encyclopaedia	Hoibers Dale H (ed.)	Encyclopaedia Britannica Inc.	1	2012
24	Buddhimapan Chachani	Ankalagi Anil	Vision Enterprises	2	2016
25	Career Development & Woman In Present Scenario	Sardar Niranjan Kumar	R. P. Publications	1	2013
26	Career, Aptitude And Selection Tests : Match Your Iq, Personality And Abilities To Your Ideal Career	Barrett Jim	Kogan Page	4	2010
27	Carve Your Own Road : Do What You Love & Live The Life You Envision	Reming Jennifer / Remling Joe	Vikas Publishing House	1	2014
28	Ceo Priorities	Giarratana Neil	Jaico	1	2011
29	Chhatrapati Shivaji Maharaj	Jadhav Namdevrao	Rajmata Prakashan	1	2010
30	Cloud Computing Bible	Sosinsky Barrie	Wiley	2	2017
31	Cracking the CSAT Civil Services Apptitude Test Paper 2	Kumar Ajit and Others	Arihant Publication	2	2017
32	Cracking The It Interview : Jump Start Your Career With Confidence	Balasubramanium M & Others	Tata McGraw Hill	3	2011

33	Crisis Leadership Now : A Real World Guide To Prepating For Thrats, Disaster, Sabotage & Scandal	McGraw Hill	Barton Laurence	1	2008
34	DareToDream : A Life Of Rai Bahadur Mohan Singh Oberoi	Karkaria B J	Penguin Books	1	1993
35	Dare To Lead : The Transformation Of Bank Of Baroda	Khandelwal A K	Sage	1	2011
36	Dealing with Difficult People (Creating Success)	Lilley Roy	Kogan Page	5	2013
37	Dictionary Of Advertising	Raj G (ed.)	Himalaya	3	2008
38	Dictionary Of Human Resource Management	Raj G (ed.)	Himalaya	2	2009
39	Dictionary Of Marketing	Raj G (ed.)	Himalaya	3	2012
40	Digital Companiesthat Changed the World	Lester David	Jaico	5	2012
41	Discovery of India	Nehru Jawaharlal	Penguin Books	1	2010
42	Dollar Bahu	Murty Sudha	Penguin Books	2	2006
43	Drucker On Asia : A Dialogue Between Peter Drucker & Isao Nakauchi	Drucker P D / Nakauchi I	Routledge	1	2014
44	Economic Survey 2011-12	GovernmentOf India Ministry Of Finance	Oxford	2	2012

		Dept Of Economic Affairs Economic Division			
45	Effective Executive	Drucker P F	Routledge	3	2014
46	Ek Sanyashi Jyane Lakho Lokancha Sansar Kela	Jadhav Namdevrao	Rajmata Prakashan	1	2014
47	Everything I Know About Marketing I Learned From Google	Goldman Aaron	Tata McGraw Hill	1	2011
48	Five Point SomeoneWhat Not To Do At Iit	Bhagat Chetan	Rupa Publications India Pvt. Ltd.	2	2011
49	Freakonomics: A Rogue Economist Explores The Hidden Sige Of Everithing	Levitt S D / Dubbner S J	Penguin Books	3	2006
50	From Entrepreneurs To Leaders : Building Billion Dollar Software Product Companies From India	Deodhar Shirish	Tata McGraw Hill	1	2010
51	Full Dark, No Stars	King Stephen	Hodder & Stoughton	1	2011
52	Ganimi Kava	Jadhav Namdevrao	Rajmata Prakashan	1	2014
53	Gift of Self-Confidence	Tracy Brian	Jaico	5	2015
54	God Of The Great Things	Jadhav Namdevrao	Rajmata Prakashan	1	2014
55	Golden Quotes Vol 1: Maximun for Managers And Leaders	Moss Geoffrey	BPB	5	2008

56	Hamara Samvidhan ????? ???????	Kashyap Subhash	National Book Trust	2	2016
57	Handbook Of Relationship Marketing	Sheth J N / Parvatiyar A	Responce Books	4	2013
58	Handbook Of Research In Enterprise Systems	Kumar S (ed) / Esteves J (ed) / Bendoly E (ed)	Sage	1	2011
59	Handbook of Total Quality Management	Mohanty R. P. / Lakhe R. R.	Jaico	5	2012
60	Harvard Business Review On Finding & Keeping The Best People	Harvard Business School	Harvard Business School Press (pub.)	1	2001
61	Harvard Business Review On Succeeding As An Entrepreneur	Harvard Business School	Harvard Buseness School Press (pub.)	1	2011
62	He Vayach Vede Asate	Khasnis S / Kale K / Rabade P	Mehta	2	2010
63	Hindusthanchya Swatantrya Chalvalicha Itihas	Pawar Jayasingrao	Phadke Prakashan	2	2015
64	HowStarbucks Changed the World	MarieBussing-Burks	Jaico	4	2013
65	How To Pass Advanced Numeracy Tests	Bryon Mike	Kogan Page	4	2008
66	How to Pass Advanced Numeracy Tests: Improve Your Scores in Numerical Reasoning and Data Interpretation	Bryon Mike	Kogan Page	5	2013

	Psychometric Tests (Testing Series)				
67	How to Pass Advanced Verbal Reasoning Tests:Essential Practice for English Usage, Critical Reasoning and Reading Comprehension Tests (Testing Series)	Bryon Mike	Kogan Page	5	2013
68	How to Pass Data Interpretation Tests	Bryon Mike	Kogan Page	5	2010
69	How to Pass Numeracy Tests: Test Your Knowledge of Number Problems,Data Interpretation Tests and Number Sequences (Testing Series)	Tolley Harry / Thomas Ken	Kogan Page	5	2013
70	How to Pass Selection Tests:Essential Preparation for Numerical VerbalClerical and IT Tests (Testing Series)	Bryon Mike / Modha Sanjay	Kogan Page	5	2011
71	How You Do... What You Do	Livingston Bob	McGraw Hill	1	2008
72	Indias Struggle For Independence (Bharatacha	Chandra Bipin / Kale M. V.	Ksagar	2	2017

	Swatantrya Sangharsha				
73	Jugaad Innovation : A Frugal & Flexible Approach To Innovation For The 21st Century	Radjou N / Prabhu J / Ahuja S	RandomHouse India	1	2012
74	Just Ask Leadership : Why Great Managers Always Ask The Right Questions	Cohen G B	McGraw Hill	3	2009
75	Just in Time: Brainpower	Clegg Brian	Kogan Page	5	2005
76	Karodpati	Jadhav Namdevrao	Rajmata Prakashan	1	2014
77	Khara Sambhaji	Jadhav Namdevrao	Rajmata Prakashan	1	2014
78	Leadership In The Era Of Economic Uncertainty : The New Rules For Getting The Right Things Done In Difficult Times	Charan Ram	McGraw Hill	1	2009
79	Leading From The Heart : Sufi Principles At Work	Siddiqui Moid	Sage	1	2014
80	Little Book of Inspiration	Jain Gyan C. (Ed)	BPB	5	2008
81	Little Book of Management Quotes	Moss Geoffrey	BPB	5	2008
82	Little Book on Achievement	Jain G. C.	BPB	5	2008
83	Little Book on Lessons of Life	Jain Gyan C.	BPB	5	2008
84	Little Book on Money	Jain Gyan C.	BPB	5	2008
85	Little Book on	Jain G. C.	BPB	7	2009

	Self Improvement				
86	Magic of Mathematics	Mahale Nitin	Kokila Prakashan	2	2016
87	Maharashtra Sankhyiki 2015	Study Circle	Study Circle (Pub.)	2	2015
88	Maharashtratil Panchayatraj Va Nagari Sthanik Swarajya Sanstha	Patil V. B.	Ksagar	2	2016
89	Maharashtratil Samajsudharak	KSagar	Ksagar	2	2017
90	Management Challenges For The 21st Century	Drucker P F	Routledge	1	2014
91	Manorama Year Book 2011	Mathew K. M. (ed.)	Malayala	1	2011
92	Marketing Whitebook 2011-2012: One Stop Guide For Marketers	Datta Prosenjit (Ed.)	Businessworld	1	2011
93	Marketing Whitebook 2013-2014: Decoding Diversity	Datta Prosenjit (Ed.)	Businessworld	6	2013
94	Marketing Whitebook 2014-2015: Guaging Generations	Datta Prosenjit (Ed.)	Businessworld	3	2014
95	Master The Mind Monkey: Experience Your Excellence	Patkar Anand	Jaico	1	2007
96	Mastering Your Time	Tracy Brian	Jaico	5	2014
97	Mat Entrance Guide	Agarwal D / Agarwal M	Disha	2	2012
98	Mega State Maharashtra	Savadi A. B.	Nirali	2	2016

99	Moderna India (Aadhunik Bharat)	Chandra Bipin / Kale M. V.	Ksagar	2	2016
100	Neta	Jadhav Namdevrao	Rajmata Prakashan	2	2015
101	One Night At The Call Center	Bhagat Chetan	Rupa Publications India Pvt. Ltd.	2	2011
102	Panchayatraj Aani Nagari Prashasan	Darshankar Arjunrao	Kailash Publication	2	2016
103	People & Performance : The Best Of Peter Drucker On Management	Drucker P F	Routledge	1	2014
104	Personal Achievement	Tracy Brian	Jaico	5	2016
105	Personality Development And Soft Skills	Mitra, Barun K	Oxford	10	2013
106	Plan to Win: Turning Business Strategy into Success	Smith Steve	Kogan Page	5	2002
107	Post-capitalist Society	Drucker P F	Routledge	1	2014
108	Power & Influence : The Rules Have Changed	Dilenschneider R L	McGraw Hill	1	2007
109	Power Pranayama : Discover The Healing Potential Of Your Breath	Mahtani Renu	Jaico	1	2012
110	Pride Of The Nation Ratan Tata	Tiwari P M	Diamond Books	1	2010
111	Puzzles To Puzzle You	Devi S	Orient Paperbacks	2	2012
112	Quantitative Aptitude For Competitive Examinations	Aggrawal R S	S. Chand & Company Ltd.	4	2012

113	Readymade Cvs: Sample CVs for Every Type of Job	Williams Lynn	Kogan Page	5	2003
114	Reasoning Verbal And Non-verbalFor Competitive Exams	Gupta K	Himalaya	3	2010
115	Reverse Innovation : Creat Far From Home, Win Everywhere	Govindarajan V / Trimble C	Harward Business Review Press	1	2012
116	Revolution 2020 Love Corruption Ambition	Bhagat Chetan	Rupa Publications India Pvt. Ltd.	2	2011
117	Rich Dad Poor Dad	Kiyosaki R J	Plata	2	1997
118	SamagraChalu Ghadamodi	Ghayal Vinayak	Ksagar	2	2017
119	Samagra Vidnyan Tantradnyan	Jogalekar Pramod	Ksagar	2	2017
120	Samanya Vidnyan Bhag - 1	Gore Chandrakant	The Unique Academy	2	2015
121	Samanya Vidnyan Bhag - 2	Gore Chandrakant	The Unique Academy	2	2015
122	Sampurna Ganit : Kluptya Aani Sutre	Rane Pandharinath	Chaitali Prakashan	2	2016
123	Secrets Of Cross Switch Marketing From The Worlds Most Innovative Advertising Agency The Destsu Way	Sugiyama Kotaro / Andree Tim	Tata McGraw Hill	1	2011
124	Self-leadership : How To Become A More Successful,	Bryant A / Kazan A L	Tata McGraw Hill	1	2013

	Efficient, & Effective Leader From The Inside Out				
125	Shivaji Maharajanche Arthashastra	Jadhav Namdevrao	Rajmata Prakashan	1	2013
126	Shivaji Maharajanchi Diary	Jadhav Namdevrao	Rajmata Prakashan	1	2013
127	Shivaji The Corporate King	Jadhav Namdevrao	Rajmata Prakashan	1	2014
128	Shivaji The Great Engineer	Jadhav Namdevrao	Rajmata Prakashan	1	2014
129	Shivaji The Management Guru	Jadhav Namdevrao	Rajmata Prakashan	2	2012
130	Shivaray Bhag 1	Jadhav Namdevrao	Rajmata Prakashan	1	2013
131	Spardha Pariksha Arthashastra - 1	Desale Kiran G.	Deepstambh Prakashan	2	2016
132	Spardha Pariksha Sampurna Buddhimatta Chachani : Kluptya Aani Sutre	Rane Pandharinath	Chaitali Prakashan	2	2015
133	Steel King Lakshmi Mittal	Tiwari P M	Diamond Books	1	2011
134	STI, PSI ASO Poorva Pariksha	Ksagar	Ksagar	2	2017
135	Ten Secrets Of Successful Leaders : The Strategies, Skills & Knowledge Leaders At Every Level Need To Succeed	Brooks D / Brooks L	McGraw Hill	1	2005
136	The Essential Drucker	Drucker P F	Routledge	1	2014
137	The Frontiers	Drucker P F	Routledge	1	2014

	Of Management				
138	The Invisible Future : The Seamless Integration Of Technology Into Everyday Life	Denning P J (ed.)	McGraw Hill	1	2001
139	The Invisible Future : The Seamless Integration Of Technology Into Everyday Life	Denning P J (ed.)	McGraw Hill	1	2001
140	The Lazy Winner	Taylor Peter	Research Press	1	2012
141	The Leader Who Had No Title : A Modern Fable On Real Success In Business & In Life	Sharma Robin	Jaico	1	2013
142	The New Managerial Grid	Blake R R / Mouton J S	Jaico	1	2008
143	The Seven Minute Difference : Small Steps To Big Changes	Lewis Allyson	Kaptan Publishing	1	2006
144	The Tcs Story ... And Beyond	Ramdorai S	Penguin Books	2	2011
145	Theres More To Life Than The Corner Office : The Secret To Total Life Prosperity	Smith Lamar / Kling Tammy	McGraw Hill	1	2009
146	Three Hundred And Seventy Seven More Lessons of Life	Jain Gyan C.	BPB	5	2008
147	Top 10 Of Everything	Ash Russell	Hachette	1	2014

	2014				
148	Udyojak Shivaji Maharaj	Jadhav Namdevrao	Rajmata Prakashan	1	2013
149	Ultimate Aptitude Tests : Assess And Develop Your Potential With Numerical, Verbal And Abstract Tests	Barrett Jim	Kogan Page	4	2012
150	Ultimate Interview : 100s Of Great Interview Answers	Williams Lynn	Kogan Page	4	2012
151	Undercover Economist	Harford T	Abacus	3	2011
152	UniversalLaws of Success	Tracy Brian	Jaico	5	2014
153	Unleashing Your Entrepreneurial Potential	Nandan Raghu	Responce Books	1	2009
154	Unlimited Family Visual Dictionary	Dorling Kindersley (pub.)	Dorling Kindersley	1	2013
155	Unlocking Creativity in the Workplace	Grossman Stephen R. / Rodgers Bruce E. / Moore Beverly R.	Jaico	5	2006
156	Vanijya - Arthavyavastha Nivdak Tayari ??????? - ??????????? ????? ?????	Lodade Anand	Ksagar	2	2010
157	Vidnyan Evan Proudyogiki	Zaa Kiran / Zaa Avadhesh / Sharma Rajendra Prasad	Spectrum Books Pvt. Ltd.	2	2016
158	Vidnyan Tantradnyan Aani Vikas	Kolambe Ranjan	Bhagirath Prakashan	2	2016
159	We Are Like	Bijapurkar	Penguin Books	2	2009

	That Only : Understanding The Logic Of Consumer India	Rama			
160	Where Have All The Leaders Gone	Iacocca Lee	Pocket Books	2	2007
161	Winning New Business: Essential Selling Skills for Non-Sales People	Denny Richard	Kogan Page	5	2008
162	Wise And Otherwise	Murty Sudha	Penguin Books	2	2006
163	Wizard Social Issues and Institutions for Main Exams	Mathew Jojo	Career Classics	2	2014
164	You Can Do It Too: The 20 Essential Things Every Budding Entrepreneur Should Know	Bridge Rachel	Kogan Page	2	2009

Other Knowledge Resource for Library Enrichment		
Sr. No.	Learning Resource	Particular
1	BritishCouncil Library: Institutional Membership	Books, CD's, DVD's, Serials
2	SPPU, Jayakar Library: Institutional Membership	For accessing Books
3	NPTEL Video Lectures	The National Programme on Technology Enhanced Learning (NPTEL), a project funded by the Ministry of Human Resource Development (MHRD), provides e-learning through Video lectures in Engineering, Sciences, Technology, Management and Humanities. This is a joint initiative by seven IITs and IISc Bangalore.
4	CD's & DVD's	CD' of books, CNBC's Motivational DVD's
5	Project Reports	Students SIP Project Reports
6	NDL: National DigitalLibrary, IIT Khragpur	Books, Articles, Thesis, Audio lectures, Video Lectures (12,732,961 items hosted in NDL India)

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

Response: 4.72

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

2016-17	2015-16	2014-15	2013-14	2012-13
2.64	4.01	7.50	3.14	6.30

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

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

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	[View Document](#)

4.2.6 Percentage per day usage of library by teachers and students

Response: 20.42

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

Response: 59

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

To meet the demand of new technology, Institute continuously identifies and procures new equipment, licensed software and updates Internet speed. Internal web server is available for smooth functioning of ERP and conduct of Online Exam. The Institute has 175 [HP Pro 3090] computers of configurations Intel ® Pentium 4 Dual Core CPU E5400 2.70 GHz and 3Gb RAM each & Hard Disk 320 GB. All computers are connected through the LAN. We have acquired most of the software and software packages required for functioning of Labs and Project development. We have catered for one computer per student. Internet connectivity has been provided at 155 MBPS for campus (ZIBACAR with 35 MBPS speed) through Leased Line connection.

IT Facilities	Date of updation	Nature of updation
Internet LAN	29/05/2017	Leased Line 155 MBPS Speed distributed 35 MBPS for ZIBACAR
Computer	02/02/2016	Intel ® Pentium 4 Dual Core CPU E5400 2.70 GHz Updated RAM 1GB to 3 GB
Wifi	17/12/2015	Wifi with 35 MBPS speed & also Jio wifi available for Jio users in campus

4.3.2 Student - Computer ratio

Response: 1.49

File Description	Document
Any additional information	View Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: 35-50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

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

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 12.7

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

2016-17	2015-16	2014-15	2013-14	2012-13
13.78	5.24	16.79	15.63	7.53

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

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

Response:

Policy Regarding use of Common Facilities in ZEAL Narhe Campus

1. The students are required to keep the decorum of ZEAL campus in terms of conduct and good order as a whole. They should refrain from misconduct of any kind, which would tarnish the image of ZEAL.

2. The students should remember that they are now not only a postgraduate student; but also a budding professional. The entire staff of Zeal Educations Society, other students and the visitors to the campus would be closely observing each of you.

3. Use of cell-phone is discouraged on ZEAL campus.

4. Vehicles are to be parked at appropriate places and properly locked at one's own risk. Use of additional safety devices is strongly recommended. Do not leave unattended items on the vehicles.

5. Students must carry Identity-card throughout their presence in INSTITUTE / ZEAL campus.

6. Smoking, consuming alcoholic drinks, any hazardous chemical and eating non-vegetarian food on Institute campus is strictly prohibited.

7. As per the Anti-ragging Act, any such act of ragging individually or jointly is punishable and the concerned student will be immediately removed from this Institute, and the action under the relevant Sections of Prevention of Ragging Act 1998.

Class Room Policy

1. Students should come prepared for class. They would be assigned reading material that they are expected to read before the class.

2. Students should be present in proper, neat and clean Dress code/Uniform as per the days mentioned and during other events and activities.

3. Students should turn off their cell phones or keep on silent mode prior to entering class/ seminar hall/meeting or conference room. Also don't utilize Whatsapp or any other internet communication during the lecture/session. Non-adherence to this pre-requisite will lead to confiscation of the cell-phone.

4. Students are encouraged to voice their opinions and engage each other in healthy debate. However, they should always be respectful of their instructors and fellow students.

5. Students should communicate about their Medical or general leave to their Class Coordinator. Students should fill leave application form and submit to their Class Coordinator before going on the leave.

6. Students should be seated in the class at least five minutes prior to the beginning of class. Students who are late will not be allowed to enter the class after a class has commenced.

7. Students are not allowed to consume beverages or eat in classrooms. During lunch hour, students should eat their meals in the canteen only. Studetns are also advised to avoide junk food.

8. Students are not allowed to go out in between the lecture session.

9. Students should not bring or keep any kind of valuable belongings such as Gold, Money, Monetary instrument, Mobile phones, etc. unattended in the Class Room. Institute is not responsible for any loss of belongings.

10. If the lecture is unattended by a faculty for any reason, Class Representative (CR) will communicate to Class-coordinator for further instructions. Under no circumstances students are allowed to leave the classroom without any instruction.

11. Student must switch off the lights and fans while leaving the class room.

12. Maintain silence, discipline and decorum in class, institute and labs.

Policy for Concurrent Evaluation

1. All Concurrent Evaluation Components are to be submitted to the respective course coordinator as per their instructions on or before due date.
2. Students must keep a copy of their work

Policy about Student misconduct and plagiarism

1. Concurrent Evaluation Components must be substantially students' own work.
2. Students are encouraged to discuss the issues that arise in the subject together, however, the written work you submit must be entirely your own.
3. Wherever information is collected and compiled, reference sources need to be given.

4. The students should take care that any literatures referred by them needs to be properly acknowledge and avoid plagiarism.

Physical Property Policy

1. All the stakeholders must use the physical resources of the Institute with utmost care.

2. The physical resources are for everyones use and maintaining them properly is everyones responsibility.

3. It is the responsibility of each one of us to ensure that no resources are wasted.

4. Drinking water tabs or any other tabs, if found liking then should be close properly. In case of leakage, report the matter to the admin. office for necessary action.

5. Safety devices such as fire extinguishers are installed for our safety. Unauthorized access to these may be harmful. Only authorized personnel will operate them.

6. In case of fire, use the stairs and move to the open assembly area. Do not use Elevators.

7. In case of power failure and Elevator stops between the floors, don't panic. Use the alarm button and wait for help. Don't try to open the Elevator doors forcefully.

8. Sports equipments will be issued with presentation of I-card. I-card will be return after the issued material deposited back in good/working condition.

9. Damage to any physical property will be actionable.

Policy for Girls Common Room

1. Girls common room is only for the Girls students and ladies faculties.

2. Girls common room will be utilized only when needed by girls and lady faculties.

3. Keep the room clean and in hygienic condition.

4. The ladies are encouraged to registered and obtain registration card for the use of 'Happy Napi' sanitary napkin wending machine installed.

5. For disposal of used sanitary napkins the disposal machine should be used.

6. For maintenance of any resources of the room, report to admin. office.

Policy for Boys Common Room

1. Boys common room is only for the Boys students and male faculties.

2. Boys common room will be utilized only when needed.

3. Keep the room clean and in hygienic condition.

4. For maintenance of any resources of the room, report to admin. office.

Guidelines for using Computer Lab

1. The Lab assistant/ instructor will assign a computer to individual and will keep a record of it.
2. The user will be responsible for the designated computer. He/she will be fined if any damage to hardware of computer or may haqve to provide new hardware against damaged ones.
3. All lab computersare banned for social sites eg. Facebook etc., if connected to internet.
4. Computer will be available for use on first come, first serve basis.
5. Cell Phones are to be turned off or put on silent mode while in the lab.
6. Disruptive behavior- Such as shouting or cursing will not be tolerated.
7. Loud Conversations are not permitted. If need be, conversations are to be conducted in a quiet manner so that do ot disturb other lab users.
8. While working in the lab are expected to show respect toward others. Loitering or socializing in the labs is not allowed.
9. Saving Files- Anything saved on the computer hard drive (My Document folder/ desktop, etc.) will be deleted. Data files created in the lab should be saved directly on a USB/zip/flash drive.
10. Changing Hardware and Software Configurations-Changing hardware and software configurations in the computer labs is prohibited. This includes modifications of the settings, configurations of printers and modification of system software. Violators of this policy will be referred to the proper authority for appropriate action, which may include the loss of computer privileges.

LIBRARY POLICY

The main purpose of this policy is to safeguard the library stack room / other learning resources and provide library facilities to the library members in efficient and effective manner. The various Policies of the Library are as follows:

LIBRARY MEMBERSHIP

1. The library membership of the Institute is provided to anyone who is admitted / recruited in the Institute after completing the official formalities.
2. The members are issued library / identity card for availing library facilities.
3. The members are required to obtain clearance from at the time of leaving the Institute.

BORROWING PRIVILEGES

1. The student members can borrow 2 Books for 14 days and 02 CDs for 2 days.
2. All the faculty and staff members can borrow 20 Books for the semester and 2 Journals for 2 days.

USE OF REFERENCE BOOKS

Reference Books can be referred in the reading hall during library hours.

OVERDUE BOOKS

1. If the books are retained more than the due date, the library member are levied the fine Re.1/- per book per day (subject to change as per the library committee decision).
2. The Librarian shall send overdue notices to the members but shall not be held responsible for non-delivery, under whatever circumstances.

LOSS AND DAMAGE

Members shall be held responsible for learning resource borrowed. If the learning resource is lost / damaged, an immediate report should be made to the Librarian to enable appropriate action to be taken. A member is allowed to either replace the book lost / damaged by purchasing it himself or pay the appropriate amount for the latest edition of lost / damaged learning resource.

OPEN ACCESS FACILITY

Open Accession facility is provided by the library where the learner can have free access to the resources and can also avail the OPAC facility where he/she can locate the books in a more user-friendly way.

BOOK BANK

1. Library members who belong to SC / ST category can avail the book bank facility by submitting Book bank facility form along with caste certificate to the library. The decision towards the same will be taken by Library committee in consultation with the Director.
2. Book bank facility holder will be issued one set of books as per curriculum of the programme for each semester.
3. Books shall be returned within two days after the semester end examination.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 56.39

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

2016-17	2015-16	2014-15	2013-14	2012-13
152	150	165	141	160

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

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

Response: 2.49

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	37	0

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document](#)
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Link to Institutional website	[View Document](#)

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

Response: 84.01

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

2016-17	2015-16	2014-15	2013-14	2012-13
178	204	269	214	324

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

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

Response: 51.02

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

2016-17	2015-16	2014-15	2013-14	2012-13
197	189	244	0	0

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

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

Response: Yes

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

5.2 Student Progression

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

Response: 79.7

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

2016-17	2015-16	2014-15	2013-14	2012-13
45	94	82	72	105

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

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

Response: 16.33

5.2.2.1 Number of outgoing students progressing to higher education

Response: 8

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

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT, GRE/ TOFEL/ Civil Services/State government examinations)

Response: 40

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	0	1

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

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

5.3 Student Participation and Activities

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<u>View Document</u>
e-copies of award letters and certificates	<u>View Document</u>

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

Response:

Student council was not formed as per the provisions of Maharashtra Universities Act 1994. The New Act 'Maharashtra Public Universities Act 2016' has come in force from 1st March 2017. As per the provisions of the act, the student's council will be formed in academic year 2018-19 as per the guidelines of Savitribai Phule Pune University.

The students are members of the various committees such as:

1. Discipline committee: The CR and student members of the committee ensures strict discipline and

    maintain decorum to be followed by the students during learning sessions.

2. Placement cell: The student members of the committee ensures smooth conduct of Placement activities, Campus drive, design of Placement policy, and maintain relevant records. The training need is also suggested by the student members.

3. Internal complaint committee: The student members of the committee "speak up" culture among the ladies and create awareness about the human rights.

4. Anti-ragging committee: Aware and concerned student members influence the anti ragging concerns. The anti-ragging committee members contribute to maintain healthy atmosphere and cordial relations between juniors and seniors.

5. Staff-Student Activity Body: The student members initiate, manage and conduct the various events and activities, for the inclusive benefit.

6. Sports committee: The student members initiate, manage and conduct sports activities.

7. Student Grievance Redressal Cell: The student members of the committee "speak up" culture and create awareness about the fundamental/legal rights.

8. Library committee. The student members of the committee helps and support in the Library work.

The students elect their Class representative (CR). The Director and Academic Monitoring committee can also nominate students for different committees. Every year, Class representatives(CR) from each class are elected. The tenure of CR is of one year, subject to proper conduct of his duties. On the basis of nominations submitted, interviews conducted by Academic Monitoring Committee, CR are elected. The parameter on the basis of which CR is selected is his academic performance, communications skills, problem solving approach and decision making abilities. The roles and responsibilities of CR are explained to them and they are monitored by AMC. The CR acts as mediator between faculty members/Committee and students. CR ensures that students' views on academic matters are heard by the AMC. They help ensure the Institute to continually listen to and engage with students to improve teaching, learning, assessment and academic services.

At time of meeting of any committee, the students representatives and CR are involved in the decision making process. The students representatives are further encouraged and motivated to put forth their point of view. The student representatives of the respective committee are responsible to monitor the activities and report any complaints/grievances from students. Since, the institute follows a student's centric approach, the students representatives are responsible to initiate, conduct and successfully implemented the co-curricular, extra-curricular activities of the Institute.

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

Response: 14.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	17	17	16	12

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

5.4 Alumni Engagement

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

Response:

The Institute firmly believes that involvement of alumni is to be earned and not expected. The Institute rests its foundation on the principle that the students take life long experience. The Institute acts as facilitator, enabler for the alumnus. The institute has initiated formation of Alumni Association that aims to engage alumni with its various stakeholders, rather than just generating operational revenue. The institute is very well aware that the alumni are current and future leaders, influencers and change-makers. The institute understands that even alumni needs help and support in all parts of life be it higher education, achievements, moral support, building community, networking.

The Institute gives the alumni a platform wherein they can come, participate, and share their experiences success with the enrolled students and their teachers. The alumnus can relive the moments as students.

The Institute aims to leverage the expertise, access and reach of Alumni to the institute's development. The institute sends an invitation to the alumni to attend various events, judge competitions and participate in it. Alumni portray themselves as a role model and offers practical guidance to students as they start their studies, careers, business avenues.

The Institute has set goals and identifies success indicators to measure the impact of Alumni engagement activities so that alumni engagement efforts are communicated and integrated into the larger initiative.

The Institute shows its appreciation by bestowing Alumni with 'Distinguished Alumni Award' and 'Audacious Alumni Award'.

The non-financial contributions include, but not limited to conduct of referral interviews, Academic or placement trainings. When alumni volunteer networks are officially recognized, they benefit by having access to ZIBACAR expertise and support in communications, marketing, events management, resources, and fundraising efforts. In order to ensure communications standards and best practices are adhered to all official communications to broad groups of alumni will be coordinated with and approved by the ZIBACAR. These communications include, but are not limited to greetings, appreciation and invitation for alumni meet.

ZIBACAR aims to build connections between alumni and current students to foster a sense of community and continuity between generations. ZIBACAR is committed to a relationship of mutual contribution and benefit, confident that its effect will extend beyond any of our lifetimes.

All of these efforts establish a mutually beneficial relationship, acknowledging that past attendees and scholarship recipients participate in well established networks and connect with a wider community of potential and influential stakeholders.

5.4.2 Alumni contribution during the last five years

<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: <1 Lakh

File Description	Document
Any additional information	[View Document](#)
Alumni association audited statements	[View Document](#)

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

Response: 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	0	0	0	0

File Description	Document
Any additional information	[View Document](#)
Number of Alumni Association / Chapters meetings conducted during the last five years.	[View Document](#)
Report of the event	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

Transforming dreams into reality by developing an individual's potentials in the field of Management through spread of knowledge and wisdom in an intelligent environment

MISSION

1. By enriching the knowledge and enhancing the facilities through redefining education to help the zealous students to structure their career to the glorious future.
2. By developing students as a source within and outside the organization through holistic focus on character building along with a range of curricular, co-curricular and extra curricular activities.
3. By facilitating a harmonious symphony of excellence in teaching with a motivational approach which shall be synonymous with academic rigor, intellectual discipline and sustained efforts to maximize learning.

The organizational structure of the institute follows decentralized approach for effective governance. The decentralized structure of the institute involves the statutory bodies like Governing Body, Academic Advisory Body, Local Managing Committee, Director, other Functional Committees, Teaching and Non-Teaching staff to offer essential services, statutory services and supporting services in effective and proficient manner.

The participative and democratic nature of governance considers all stakeholder interests and establishes and maintains appropriate relationships. The stakeholders of the institute are:

1. Management

2. Teaching staff

3. Non-teaching staff

4. Students

5. Alumni

6. Parents

7. Employers

The governing body considers its moral responsibility to consult with stakeholders about their expectations and requirements. The institute provides an environment which is conducive for faculty members growth and empowerment.

The top management provides academic leadership to the faculty members by involving them in planning, implementation and evaluation of the plans and policies. The vision of each individual regarding the institute's growth is valued

The Director of the Institute assign role to represents academic leadership and responsibilities to the concerned staff members for various functional committees and Event coordination. The institute gives platform to the Programme Coordinator and Academic Head to design, evaluate and implement institutional policies regarding academic and administrative activities of the department.

The Institute promotes participative management at various levels for overall growth of the institute. Faculty, staff and students are encouraged to contribute through participation.

The Institute gives platform to the faculty members in decision making process within institute, at campus level and University level.

1. Senior faculty members are provided opportunity to work on various bodies as a special invitee in Governing body meeting, Local managing meeting, Academic advisory Board meeting.
2. They are provided opportunity to organize various Seminars, Workshops, conferences and act as convener, Co-convener, coordinator, organizing committee members etc.
3. They are provided opportunity to work as a resource person, subject expert for Academic training, workshop, national/international seminars/conferences, FDPs etc.
4. They are provided opportunity to work as committees like BOS, staff selection committee, LIC member, LIC, CEO, ARC supervisor. External/Internal supervisor custodian, NIRF, NAAC etc
5. They are provided opportunity to work as Academic Head, Programme Coordinator.
6. They are provided opportunity to work as Coordinators of various curricular, co-curricular activities extra-curricular events, Class coordinators, GFM and faculty coordinator of student

6.1.2 The institution practices decentralization and participative management

Response:

Outcome based education emphasizes on quality education which can be easily gained when there is Academia-Industry collaboration. Such types of interaction facilitate research, internship, seminars, workshops. The industrial visits are compulsory for students, as the institute aims to impart knowledge beyond books and to prepare the students for the corporate world giving them the required exposure by applying their knowledge in a practical environment.

Problem

The MBA and MCA students were taken to industrial and Mall visits in and around Pune region. The

companies and Mall visited during last few years are:

    i.   Universal Construction Machinery & Equipment Ltd

    ii.   Fiat India Automobiles Ltd

    iii.   Lear Corporation

    iv.   Kranti Industries Pvt. Ltd

    v.   Piaggio Vehicles Private Limited

    vi.   Vyom Lab Pvt.Ltd

    vii.   Phoenix Marketcity Pune

The students were able to gain knowledge from the Pune region, however students were restricted to same domain.

Implementation

The Class Representative of respective classes put forth their viewpoint of taking students for an Industrial visit out of Pune Maharashtra in the Academic Monitoring Committee (AMC). The suggestion was considered by the AMC and was put forward in the meeting with Director. Director considered suggestion and requests given by the students. He also added that that with the institute needs to live to the expectations of Students, Alumni and faculty members.

The approval for Industrial visit was put forth to Local Managing Committee (LMC). The LMC appreciated the idea and permit for the same. Looking at the global exposure of the students to the Organisation, LMC suggested that the Institute will bear some part of financial contribution.

The financial approval was put forth by the Director in the Governing Body meeting(GB). By looking at the budgetary provisions for students welfare activities, budget review , the GB approved " 50% financial contribution by institute for all the students towards Out of state Industrial visit".

The Director then conducted a meeting with the Academic Monitoring committee, conveyed the approval status to the committee members. Upon discussion, the Director suggested that since the Industrial visit is out of State, so there is a need of third party involvement for the smooth conduct of visit. The Tours and Travels companies were identified by AMC and the students viewpoint regarding the number of days, Company and Company type were considered. The Industrial visit was taken to:

1. TAAL (Taneja Aerospace and Aviation Ltd.) Bangalore Industrial Visit
2. RishiLaser (MBA)
3. Hacker Earth (MCA).

The feedback of Industrial visit was then conveyed to the different stakeholders. LMC and GB permitted for financial contribution for the next years Industrial visit out of Maharashtra state.

Results

With the deployment of action plan it was being noted that the students studied the various Technical and Management aspect from the Industrial visit. The feedback from the students were noted. The students focused on group activity, field work, experiential learning, etc rather than management theories.

6.2 Strategy Development and Deployment

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

Response:

Train and Hire

With the global business environment, companies focus on skilled workforce which is ready to be absorbed by the industry. The industry perceive that the students pass out from management institute are employable/ job ready. The institute is committed to develop proactive, talented, devoted, pragmatic and skilled work force contributing to the intellectual wealth of the nation.The institute furnishes the raw talent into fully developed management professional- ready to propagate their Management and Technical skills contributing towards the technological, industrial and economic development of the Nation. The institute is poised to impart education in management with relevance to highly dynamic and ever changing needs of society. The institute always ponders to explore new vistas in technology based, research driven and market oriented application of management education by innovative industry academia interaction.

The Institute understands that the students aspire to become a professional and works in a multinational company. To fulfill this dream of students, the institute focuses on building the core competencies through a "Train and Hire module" successfully implemented in the institute. The name of the Course was Finance and Soft Skills.

The **finance module** covered:

i.   Capital Markets And Instruments,

ii. Organization Of Securities Markets And Trading,

iii.   Modern Portfolio Theory,

iv.   Statistical Concepts,

v.   Asset Pricing Models,

vi.   Market Efficiency,

vii.   Behavioral Finance And Technical Analysis,

viii.   Valuation Of Bonds And Managing Bond Portfolios,

ix.   Valuation Of Equities,

 x.   Active Versus Passive Investing,

xi.   The Role Of Derivative Securities In Investing,

 xii.   International Investing, And

xiii.   Performance Evaluation.

xiv.   Derivative Market

 xv.   Account Payable/Receivable

Soft Skills Syllabus:

 i.   Communication skills 1: The basics

 ii.   Communication skills 2 : Presentation and interaction

iii.   Communication skills 3: Visual, verbal and nonverbal communication

iv.   Interpersonal communication 1: Individuals, groups and cultures

 v.   Interpersonal communication 2: Emotional and social skills

vi.   Developing key traits 1: Creativity, critical thinking and problem solving

 vii.   Developing key traits 2: Motivation, persuasion, negotiation and leadership

viii.   Essential and vocational skills: survival strategies

The course was conducted for 26 days including the inaugural and valedictory functions. This course has further taught the work culture of the multinational company so that the students are aware of it and emulate further.

With today's rapidly changing pace of the business and technology, the institute stays updated concerning new technology and knowledge. To overcome the gap between academic curriculum and industrial expectations, the institute has provided a platform to transform student into a fully developed professional. After conduct of this activity, 30 (25 from ZIBACAR and 5 from other Institute) trained students professionals were immediately selected by Syntel Pvt. Ltd. company for different job profiles.

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

Response:

The organizational structure of the institute follows decentralized approach for effective governance.

The decentralized structure of the institute involves the statutory bodies like Governing Body, Academic Advisory Body, Local Management Committee, Director, other Functional Committees, Teaching and Non-Teaching staff to offer essential services, statutory services and supporting services in effective and proficient manner.

Governing Body: The members are appointed as per the guidelines given by AICTE, New Delhi. The primary accountabilities of the governing body is to protect the rights, interests and wellbeing of all the members on whose behalf the organization is working. The governing body as a whole does this by making sure the organization runs smoothly and can achieve the goals and objectives it has promised to deliver to its members.

Local Managing Committee (LMC) is a Statutory Body, formed as per Section 85 of the Maharashtra Universities Act, 1994 and inline with Savitribai Phule Pune University. LMC acts as a intermediate body between Director of the Institute and the Governing Body. LMC approves the financial statements and forward to the GB.

Internal Complaint Committee is formed in order to safeguard the fundamental rights of women, within the campus. The committee works towards promoting the gender equality and gender justice amongst the students and staff. It sensitizes the gender equality issues and create awareness about redressal mechanism, in case of any grievance or complaints. An individual can also exercise the legal rights and seek help from the 'Damini Squad' established and 'Police Kaka' scheme promoted by the Commissioner of Police, Pune. The committee is formed in accordance with laws and policies defined by Hon. Supreme Court and Government of India. Any aggrieved who wants to file a sexual harassment complaint can do by either sending an email to Women's Grievance Committee or file written complaint with any member of the Cell. The committee members will call upon both the parties and give them a hearing and no punishment or penalty would be announced without hearing both the parties.

Grievance Redressal committee provides important feedback on the working of the administration and hence is an integral part of the Institute. The committee gives a listening ear to all those complainants who hesitate to register their complaints with GFM, Class Coordinator etc. the mechanism of handling grievance is either suggestion box through class coordinators or reporting any grievance to the Academic Head.

Anti ragging committee is constituted as per AICTE, Government of Maharashtra and UGC Norms to prevent ragging and ensure 100% ragging free campus. Committee has taken steps and allotted duties to all the faculty members and students representatives to monitor all areas in the Institute to avoid ragging activities.

The service rules, procedures, recruitment, HR policies, Leave policy is designed by the parent Society and the same are being implemented by the Institute. While designing these policies the rules formed by the regulatory authorities namely viz AICTE, UGC, DTE, Government of Maharashtra, SPPU are taken into consideration.

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: B. Any 4 of the above

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

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

Response:

The Library committee meeting was conducted on 20/08/2016 on following topic:

Increase in number of Book lending days: The Library committee observed through various suggestions by the students that the number of days to lend Library books should be increased. The Class representatives from all classes even suggested to increase the book issue period. This point was put forth to the Academic monitoring Committee(AMC) and the same was recorded on 31/08/2016. AMC. The AMC after having a count on number of students, number of books and taking into consideration that the students need enough books for exam point of view. AMC permitted to extend number of books to 15 from September 2016 onwards. This point was put in front of Director on the meeting dated on 06/09/2016 by AMC. Director permitted for the same and asked to update the library policy accordingly. Director added that the Library books exceeds as per the norms laid by AICTE and in order to promote and increase library use, the decision was approved by the Director. Since, all the non-financial decisions are conducted by the Director. The decision was directly implemented in the month-year. The same were communicate to LMC on 19/11/2016. LMC appreciated and approved the decision. GB took a note of the book issue period and supported the decision and Library policy on 26/12/2016.

6.3 Faculty Empowerment Strategies

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

Response:

The Institute takes care of faculty and staff members by providing facilities for their well being of employees. The management of the institute understands the importance of successful implementation of welfare scheme and considers it as the moral responsibility. At its most basic, the institute provides essential amenities such as toilets, wash room and clean drinking water to all faculty and staff. Apart from the existing facilities, the Institute has drafted the following policy for the welfare of faculty and staff members to establish healthy ambiance and ideal work culture:

STAFF MEMBERS

1. Two sets of Uniforms to the staff members are given for which 100% of the charges is borne by the Institute.
2. Staff Development Program are conducted to get acquainted with filing system, ERP usage, general behavior.

FACULTY MEMBERS

1. Computers with Internet connection is provided to the faculty and staff members as per requirement.
2. Shared printer is availed to all faculty members.
3. To give wide exposure of the various activities carried all over the world, faculty members are motivated to become member of Professional bodies.
4. Visiting Card is provided to the faculty members.
5. Insurance to all the faculty and staff members is provided.
6. Faculty Development Program must be conducted to get acquainted with ERP usage, personality development, recent trends in management and Computer.
7. Office stationary is provided to staff and faculty members after filing requisition form.

COMMON WELFARE SCHEMES

1. Study Leave may be availed by temporary and permanent staff members
2. The Institute should provide I-cards to faculty and staff.
3. To provide first aid to faculty and staff, sick room with a qualified doctor is made available in the institute.
4. Proper care is taken for security and safety of staff members and their belongings.
5. Safe drinking water, proper parking facility, specialized security and guards are engaged by the institute.
6. During the working hours two breaks of 15 mins and 45 mins are available.

Finance

1. If the faculty/staff members or students uses their Personal Vehicle for Institute work, conveyance allowance and telephone allowance is paid.

2. P F for faculty and staff member is given

3. Financial assistance in the form of advance is provided to the staff members. The advanced amount is recovered from their salary in suitable installments.

4. The Institute already follows a practice of electronically crediting Salary on or before 10th of every month.

5. To strengthen the team bond and boost the morale of faculty and staff members, Out Bound Training or get-together is organized on regular basis.

Facility

1. Exclusive seating arrangement is provided in Canteen for tea/snacks/lunch.

2. Pantry facility is provided by the institute.

3. Separate seating arrangement with table, chair, cupboard and PC is available to every staff member.

4. Safe drinking water, specialized security and guards are engaged by the institute.

5. Centralized printers and photocopy machines are available to every staff and faculty member.

6. Safe drinking water, proper parking facility, specialized security and guards are engaged by the institute.

Leaves

1. For home emergency work, faculty members are permitted to go.

2. Medical leave is granted to the staff and faculty members.

3. Compensatory off is given to the staff if they work on holidays.

4. Maternity Leave is provided the staff and faculty members.

Documents

1. The institute provides facility of direct deduction from salary towards Insurance premium and loans.

2. The Institute provides NOC, salary certificate and other necessary documents for availing loans from banks.

3. The teaching faculty members are given experience certificate, salary certificate, NOC etc. on

request.

Events

1. Birthdays of all staff and faculty members are celebrated.

2. Achievements all staff and faculty members are celebrated.

3. Distribution of Zeal's Helmet

4. Conduct of Medical checkup camps

5. Conduction of health awareness programs

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

Response: 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
9	0	0	0	0

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

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

Response: 1.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	0	1	0

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

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

Response: 46.49

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

2016-17	2015-16	2014-15	2013-14	2012-13
18	19	3	1	2

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

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

Response:

The Institute is committed to apprise those faculty members who demonstrate academic rigor, research inclination, leadership skills and act as role model for students, staff, colleagues. The Institute has developed an effective performance appraisal system both for teaching and non-teaching staff.The faculty appraisal system is transparent and provides clear direction towards professional, organizational and personal objectives attainment. The purpose of the performance appraisal is to provide an assessment of performance that allows recognition of a faculty member's strengths and achievements, and to identify potential areas for professional development. To have an unbiased view of faculty, the Faculty appraisal committee comprises of Director and both the Programme Coordinators. The institute appraise faculty and staff members by financial and non-financial awards and incentives so that they excel in the performance and contribute to the institution development. The institute gives adequate importance to empowerment and professional development of staff through training, shouldering responsibilities,guidance from eminent academicians and technocrats.

18-01-2018 05:13:13

The Committee reviews and validates the submitted documents as per the given evaluation parameters. The Committee appraises the faculty and staff members in accordance with Local Managing Committee and Governing Body. These committees evaluate the Performance in the given time frame and also provide directions and recommendations for future course of action. The faculty and staff are evaluated on the basis of 360 degree feedback received from different internal stakeholders.

The various parameters for faculty members are Students-Faculty-Feedback analysis students, API score, Peer review, Qualification Up- gradation, Qualification Improvement and Certification, Research Work, Book Publications, Awards- Incentives received, successful completion of the assigned responsibilities allotted by the institute and who acts as a role model for others.

The various parameters for Staff members are performance,technical, non-technical skills acquired successful completion of the assigned responsibilities allotted by the institute and who acts as a role model for others.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal audit is based on checks and balances and its is carried out internally. The Director monitors the petty cash and deposit of cash collected in the Bank account. Bank reconciling statements are periodically reviewed by the Accounts Officer of the Society. Directorate of Technical Education, Government of Maharashtra audits the scholarships given to Economically Backward Class students based on the utilization certificate issued by the Institute. Grants received from University, under quality improvement program (conduct of Seminars/Conferences) or Equipment grants and remuneration for conduct of examination received from the University are audited and submitted to the University for further process.

External audit is carried out once in a financial year. Observations pointed out by the External Auditor are resolved to the satisfaction of the Auditors.

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

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

Response:

The resource mobilisation policy and procedures adopted by the Institute is as follows:

1. All the income generated by the various sources shall be deposited in Institute's Bank account.
2. Resource Mobilization are properly planned and executed to ensure transparency and accountability of funds and other resources.
3. Due diligence exercised in regard to the manner in which Institute's mobilizes and delivers its programmes.
4. Mobilization of resources must fit into the overall objectives of the Institute.
5. Mobilization of funds must fit into the overall interest of Institute.
6. Institute requires resources to meet its objectives, hence the need to identify requirements and sources of income for sustainability.
7. The utilization of Institute's non-monetary resources viz human resources, vehicles, computers, buildings, etc.), other resources (technical assistance, study training, support and counseling, mediation, study tours, coaching, transportation, publishing are closely optimally utilized.
8. The utilization of Institute's monetary resources are closely monitored and optimally utilized.
9. Every stakeholder will treat the resources of the Institute as their own and will do all that is required to use them judiciously.
10. Every stakeholder will prefer open sources and Digitization of resources for optimum utilization.

6.5 Internal Quality Assurance System

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

Response:

The best practices institutionalized as a result of IQAC initiatives by the Institute are as follows:

A. Reviews of Institute's Women policies:

IQAC reviewed Internal Complaint Committee (Women's Grievance Cell) policy and procedures to ensure that policies and procedures are appropriate and provide an up-to-date framework in which decisions can be made and implemented. IQAC suggested few changes in the Vision statement and reconstituted the

committee members. IQAC performed a participative review to standardize practice, maintain quality, and improve services. IQAC further suggested that this review process should be done once in a year or as and when change required so that the policies and procedures are inline with the changing global forces.

B. Mapping of CO's, PSO's and PO's

IQAC suggested to map CO's, PSO's and PO's to be done in the different mapping tables.IQAC suggested following process of attainment of COs, POs and PSOs

1. The institutes follows a mechanism wherein each Course coordinator specifies Course outcomes for each course in the degree programme.
2. The course coordinator use action verbs of learning levels as suggested by Bloom's taxonomy
3. The CO's, PO's and PSO's are then correlated using the corresponding matrix referred as CO – PO Matrix, CO – PSO Matrix.
4. Later, the above matrices are merged to get consolidated COs – POs – PSOs Matrix for all courses of MBA/MCA programme
5. For this correlation, a score of 0 - 3 used, where 0 indicates no correlation and 3 indicates high correlation

The resultant number indicates the level of attainment for the particular course the score for each course is considered for each semester until the students completes his/her management degree. IQAC suggested that this Attainment process will ensure quality by giving broader idea regarding the skills, knowledge, and behavior of the students should possess upon completion of their degree programme.

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

Response:

Two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC

IQAC continuously reviews its teaching learning process, structures and methodologies of operations and learning outcomes at periodically after its recent set up. The quality initiatives taken by IQAC are: Updation in Course file and Periodic /Fortnightly verification of ICT enabled classroom: through IQAC set up as per norms

A. Updation in Course file: The faculty members used to follow Course file format with few parameters. However, IQAC chairman after having studying the NAAC requirements suggested to impart quality in the Course file contents upgradation. A refined table of Contents for Course file was suggested. In the previous Course file, few parameters were included which focused on the Academic calendar, concurrent evaluation parameters/internal marks, time table, Syllabus, Course and notes

In order to have Standardized and uniform course file formats which includes every minute details regarding teaching learning process, structures & methodologies of operations and learning outcomes were specified. The newly introduced course file format consists of parameters consisting of Vision & Mission

of the Institute and respective Programmes, Time table, Teaching Plan for current semester with list of books/Paper refereed with course objectives and course outcomes, Notes, University Question papers with solutions, Concurrent Evaluation parameters(in details), Remedial sessions, attainment of CO's, PSO's and PO's and details regarding cross cutting issues.

The new Course file adopted by the IQAC has bought more transparency and quality driven teaching-learning procedures.

B. Online book renewal: The Library policy initially emphasized to bring the learning resources physically to the library for renewal. However, by conducting an overview of the forthcoming Academic activities such as exams, Dissertation, IQAC bought to the notice that the students will not be able to visit library before book return date. So, it was IQAC suggested to have an online renewal of books through an email. For the same, the an exclusive library email id was created and an email to the students was send. The vision of Library was added in the email's signature so that the vision gets propagated to all Library stakeholders. This IQAC initiative has significantly imparted quality by fast and easy book renewal process

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

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

Response:

In the academic and administrative domains, quality enhancement initiatives successfully implemented during the last five years are:

Year of Implementation	Improvement	
2012-13	1. Creation of Director's Annual Report 2. Initiation of Road safety rally 3. Career counseling sessions	
2013-14	1. Purchase of TV and installation of CCTV cameras in the Institute 2. Installation of Language Lab 3. Financial subscription towards Financial express newspaper to MBA studen 4. Purchase of SMS Dove pack, Purchase of CMIE Prowess software 5. Conduct of FDP on Research Methodology 6. Initiation of Road Safety week Campaign	
2014-15	1. Award of PhD to one faculty member 2. Swachhta Abhiyaan 3. Design of Quality Policy 4. Award of PhD to one faculty Member 5. PhD registration of three faculty members	
2015-16	1. Increase in Computer RAM capacity from 1GB to 2 GB 2. 100% subscription given by the Institute to faculty members on Professiona IEEE, ACM and CSI professional bodies 3. Industrial visit (Out of Maharashtra) for students and 100% subscription to s 4. 100% subscription for Non-teaching staff members. 5. WiFi campus 6. Publish of Institute's Newsletter 7. Modification in Vision and Mission Statement of the Institute 8. Institutes website deployment for events 9. Out Bound training for students 10. Out Bound training exclusively for faculty members 11. Conduct of Swachh Bharat Abhiyaan	

	12. Celebration of International Yoga day
	13. 100% subscription towards 'Sakaal Times' newspaper
	14. Road Safety week
	15. Change of Institute's name
2016-17	1. Award of PhD to three faculty members
	2. Conduct of International Conference of Data Management, Analytics and In ICDMAI 2017
	3. Conduct of PACE (Professional Academy for Career Enhancement)
	4. Institutional membership of British Council library and Jaykar library of SP
	5. Implementation of ERP systems
	6. Renovation of toilets/washrooms
	7. Paint to Office area, ground floor of the Institute
	8. Mounting of Committee Boards, Notice boards
	9. Establishment of Centre For Research and Consultancy and its policy
	10. Forming Alumni Association named as ZIBACARAA
	11. Establishment of Entrepreneur of Day practice(E4D)
	12. Deployment of Strategic /Perspective to Academia-Industry interaction in fo Hire' module
	13. PhD registration of one faculty member

18-01-2018 05:13:14

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 15

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	3	3	3

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

7.1.2

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

Response:

Promotion of woman's education has lead to their employability resulting in diverse environment in the work place. Personal security has become central to their physical, intellectual, emotional, economic and spiritual well-being. Gender equality must become a lived in reality by creating an atmosphere conducive to increased participation of women, positively encouraging and supporting them. Safety of women at the workplace is broadly categorized under four heads and the Institute provides following facilities:

(a) Safety and Security for female staff and students: Round the clock security at gate. Common room for girl students . The Institute premises, Computer lab and corridors are under Electronic surveillance.

(b) Programme arranged in collaboration with police. Director had a meeting with Senior Inspectors of Narhe Police Station. Under *Police KAKA scheme*, a Police man is assigned for student assistance. Lady Police squad viz.: *Damini Squad* visits Institute premises regularly. Mentorship and communication with parents and students are carried out frequently to resolve problems if any. In all Industrial visits, excursions, study tours, female teachers accompany the students to take their care.

(c) Counseling: Our Institute has mentor mentee activity to council the students on various issues and problems. Students discuss their problems with the mentor. Mentor offers assistance in: Identifying and clarifying issues. Feeling stuck and uncertain is common when people are having difficulty determining alternatives. Usually, there is more than one choice in how to behave. Mentor is adept at helping people uncover and discover options. Mentor not only counsel Academic Related issues but also counseling on personal as well as various issues.

(d) Girl's Common Room: The girls' common room is in the Institute and is a place for girl students and a bed. It is well ventilated, has washrooms, dressing mirrors. There is female attendant who ensure safety of girls and also maintain cleanliness in the girls' common room. Ladies common room is located on first floor. The separate washrooms for the ladies are maintained in hygnic condition for sanitary napkin vending machine is provided for the ladies The Institute office is situated on Ground floor so staff members, authorities and office staff members are always available for help and watch the person entering institute premises

7.1.3 Alternate Energy initiatives such as:

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

Response: 0.07

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

Response: 10

7.1.3.2 Total annual power requirement (in KWH)

Response: 15000

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)
Any additional information	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 32.71

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

Response: 7.87

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 24.06

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

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

Response:

Solid Waste Management

Institute has different methods of disposal and management of each type of waste. Waste management is management of waste that is created by Institute, e.g. paper in classrooms and offices, soiled tissue and disposable cups in the canteen and peelings in the kitchen of canteen. Dry waste and wet is waste collected separately and deposited into garbage van for further recycling procedure managed by Grampachayat, Narhe.

Students make the poster exhibition with recycled Papers. Photo copying machine fitted with duplex printing of paper. Anti-plastic drive: It is conducted in the Institute campus.

E-waste Management

Used electronics which are destined for reuse, resale, salvage, recycling, or disposal are also considered e-waste. Separate bin at designated places act as collection points. Arrangement with local e-waste recyclers for pickup and further processing.

The hazardous E-waste materials like Cables, Cd's, Lan cables, SMPS, Monitor stand, RAM, mother board are kept with us in storage room. This are then collectively disposed with e-waste recycling agency appointed by Zeal Education Society.

Liquid Waste Management

Used water in washroom directly impact our health and have far reaching consequences when ignored. Used water directly connected to septic tank, which is connected to main drainage line.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The Institute is having rain water harvesting system within the campus. Taking into consideration importance of water for living elements, Institute has taken following steps in rain water conservation and harvesting: The Institute is having large built up area to harvest the rainwater. By implementing rainwater harvesting there is rise in the water level in the well which exists in the campus. The Institute also educates the students regarding rain water harvesting and other activities through different programmes like Vasundhara Day, Ozone Day, and Save Water etc.

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

Response:

Initiatives like 'No vehicle day' is taken by the institute which helps in creating Pollution free campus, fuel saving and minimizing traffic problems. Staff members and students use the bicycles, share vehicle. Those staying nearby prefer to walk to the Institute. Institute has pedestrian friendly Footpaths.

Paperless office: ERP system, used for automation of all processes, aims at improving the efficiency and productivity of teaching as well as administrative staff. It helps the faculty and staff to maintain and review attendance, academic record etc. This has promoted paperless work culture. Faster, effective and paperless communication with staff and students is facilitated through Google groups, Google Classroom, WhatsApp groups and Official e-mail id is provided to the faculty, Students and staff with domain 'your.name@zealeducation.com'. The photocopying machine is used as the central printing station which has duplex printing facility, to save paper for printing.

Awareness about cleanliness, pollution free environment and green campus is spread by conducting/participating in activities like 'Swaccha Bharat Abhiyan', 'Plastic free Pune city', tree plantation, eco friendly 'Ganesh Visarjan'. To save water, the trees in campus are watered by drip irrigation system. Lush green lawn on the playground is maintained using sprinkler irrigation system.

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

Response: 1.68

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

2016-17	2015-16	2014-15	2013-14	2012-13
3.01	0.50	2.11	2.17	0.56

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document]
link to photos and videos of facilities for Divyangjan	[View Document]

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

Response: 11

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year wise

during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	3	1	2

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

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

Response: 3

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	0	0	0

File Description	Document
Details of initiatives taken to engage with local community during the last five years	[View Document]
Report of the event	[View Document]

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

Response: Yes

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

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

Response: Yes

File Description	Document
Provide URL of website that displays core values	[View Document](#)

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)
Any additional information	[View Document](#)

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

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	[View Document](#)

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

Response: No

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

Response: 47

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

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

Response:

National Festivals are celebrated with enthusiasm in all over India. Our students are also on a mission towards better India. They come together breaking the boundaries of religion and caste. Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programmes conducted on these days. Every year our Institute organizes the national festivals and birth /death anniversaries of the great Indian personalities.

Independence Day is celebrated to mark the independence of India. India became independent on August 15, 1947. Since then, August 15 is celebrated as the Independence Day. On this day, various formal events including flag-hoisting, in campus are organized to commemorate the day of freedom.

Republic Day is amongst the three national festivals of India. This auspicious day is celebrated on January 26 to commemorate the adoption of constitution. As per the records, the constitution of India came into force on January 26, 1950 by replacing the Government of India Act (1935) as the governing document of India. Like the Independence Day, flag hoisting ceremony and cultural programmes are organized in the campus.

Mahatma Gandhi and Lal Bahadur Shastri Jayanti:- Every year, October 2nd is celebrated as Gandhi and Lal Bahadur Shastri Jayanti to commemorate the birth anniversary of the Father of the Nation and 2nd Prime Minister of the Republic of India respectively. On auspicious occasion of Mahatma Gandhi Jayanti on October 2nd Institute carried out cleanliness drive in and around institute.

5th September is celebrated as teacher's day on auspicious occasion of Dr. Sarvpalli RadhaKrishnan Birth Anniversary. On this day students arrange various programs, to tribute to Dr. Sarvpalli RadhaKrishnan and pay respect to their teacher.

19 February is celebrated as Shiv Jayanti to honor Chhatrapati Shivaji Maharaj on his birthday. His civil administration and military were of great importance. Shivaji was very successful in carving out a kingdom through defeating the alien powers. To honor the Maharaj, this festival is celebrated on a large scale every year.

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

Response:

The Institute believes in maintaining complete transparency in its financial, academic, administrative and auxiliary functions. Governing body (GB) and Local management committee (LMC) consists of members from the management, teaching staff and non-teaching staff who plans, deploys, controls and assesses different auxiliary functions. The participative decisions taken by the committee/body are communicated to all stake holders. The Institute works as per the Organizational Structure comprising of GB, LMC, academic and administrative setup, and of various functional bodies. The Institute constitutes various functional committees as mandated by the regulatory authorities.

Considering the financial matters Institute appoints external auditors every year. This decision is always taken unanimously in the GB meeting Zeal Education Society. Audited statements regarding financial activities are circulated to all the concerned members of the Governing body. The information regarding the Institute is freely made available to the public through our website. The Academic Monitoring Committee takes periodic review of academic activities and suggests necessary changes/actions to be incorporated in academics and same will be communicated to stakeholders. We always take care of our students from their enrollment to their overall development. Recruitment of faculty and all necessary procedures are practiced as per the guidelines given by SPPU and AICTE. All circulars regarding, students, teaching staff and non-teaching staff are circulated and displayed on the notice boards. At the end of Academic Year Institute prepare its Annual report and the same is circulated to all stakeholders.

7.2 Best Practices

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

Response:

The young students are future of the country, keeping this in mind the Institute undertakes several practices for developing their Knowledge, Skills and Abilities. Two best practices are listed below:

Best Practice 1

1. Title of the Practice: Open Learning Space (Weekly Assembly)

2. Objectives of the Practice

1. To contribute to the holistic development of the students and the society.
2. To undertake several activities focusing on continuous improvement of the students.
3. To develop creativity, problem-solving abilities, lifelong learning opportunities, personality and communication skills.
4. To gain and share knowledge about relevant topics

3. The Context

Now-a-days the recruiters seek the candidates with right attitude, good communication, personality, knowledge of recent trends. The students after their MBA/MCA degree will be finished product ready to be absorbed by the Corporate world. The assembly enhances students employablity by making them aware about the business technical environment. Assembly is a platform provided to the students to present traditional / current mangement and technical topics which are not included in the syllabus. The idea of Assembly is to prepare the students to become better Managers of the corporate world. This activity helps to improve the confidence, communication skills while gaining insights about the contemporary and current topics, enhancing the knowledge and promote rational thinking. This further helps them in their corporate life.

4. The Practice

The assembly coordinator prepares the schedule for the assembly. For the success of this unique idea it is an integral part of the time table (one hour) of each programme. The Assembly coordinator schedules the assembly for the entire term in consultation with faculty member's availability. Faculty members in turn identify students for the weekly Assembly. After discussion with students, the topic for assembly is decided based on contemporary and current issues, national interest, biographies of national leaders, heritage and culture, current affairs. The names of the Students or Mentees are communicated to the Assembly Coordinator along with their topic. The faculty members then starts guiding the students on various sources and references related to the topic. The contents and presentations are reviewed and students' mock presentations are conducted by the concerned faculty member, so that the students are groomed enough before actually Assembly time. The conduct of assembly is not restricted to oral presentations but can include role play, quiz, management games. The presentations include embedded media(audio/video). The assembly is followed by a question/answer session. The scope of improvements is suggested by the Director and faculty members. The mentees are rewarded by the Assembly Mentor as a token of appreciation by the hands of Director.

National anthem is sung after the assembly, to mark respect for the Motherland.

Assembly is an apt platform to share Vision, Mission, Goals and Core values of the institute. The significance of the day/week or a month is shared during assembly. The students are gritted on their birthdays, achievements.

In the current Academic year, Institute has intrioduced 'Star student of the week' award.

5.   Evidence of Success

Assembly has become an integral part of weekly activity and students look forward to participating in this activity. This activity has been conducted for last several years. There lies the evidence of success This has shown positive change in students performance during Viva voce, Mock interviews, Interviews, Group discussion, Seminars, Placements.

6.   Problems Encountered and Resources Required

Identification of topic which would appeal and interests the audience has been a problem area. Students tend to merely copy the contents available on internet which hampers their own creativity. Students with vernacular language background tend to use the vernacular language and find it challenging to communicate in English which is the medium of instruction.

Open Learning Space requires only valuable time and inputs from students, faculty members and Director.

7.   Notes (Optional)

Best Practice 2

1.   Title of the Practice: Road safety awareness programme

2.   Objectives of the Practice

1. To spread the awareness of Road safety awareness
2. To sensitize the students faculty members about honoring traffic rules and road signs.
3. To volunteer to help the authorities in maintaining traffic regulation in the city.

3. *The Context*

In India, more than lakh of people die due to road accidents every year, while many more get injured and disabled for life. Youths in the age group of 15 to 24 years comprise 33% of the total fatalities. Road traffic issues are a major and neglected public health challenge that requires intensive efforts for effective prevention. The institute gives utmost priority to the safety of students.

The institute's divine thrust aims to change the outlook of the young generation, by creating and spreading Road safety awareness inline with the vision of Ministry of Road Transport and Highways by organizing bundles of Campaigns related to Road safety.

The institute believes in transforming the every individual to become responsible citizen. For the same the institute works to safeguard the interest of all its stakeholders in the respective areas.

4. *The Practice*

The Institute mourned after an unfortunate road accident death of MBA student in July 2013 in his native place. With the efforts of the institute the family of the student received Rs.50,000/- as insurance from concession insured under the student insurance scheme. The Director of this institute who worked in Motor Vehicles Department (RTO), Govt of Maharashtra for 21 years holds road safety close to his hearts. After this incident, the Director conducted Assembly on topic 'Causes and Prevention of road accidents in India'. During session, the causes of road accidents and measures to prevent them were explained. Students admitted in the institute who are unaware of the traffic rules, signs and signals and proximity to Highway are the factors which may have an adverse effect on the students' driving road safety. Bus Drivers of Zeal Education Society where refreshed with road safety tips and informed their responsibility regarding safe transportation of passenger students.

The seed of Road Safety sown further grew in form of Road Safety Week, to coincide with national road safety week which is observed across the country. In Pune fatalities due to road accidents on pune roads all around 367/year, in a small way we started our mission to make Pune city 'accident free city'. The institute supports the traffic police and Moto Vehicles Department in coordinating, the event for spreading awareness of road safety rules at important signal junction across the city. Volunteers holding placards highlighting the importance of road safety and fatal risks caused by vehicles, safety posters, and leaflets related to the road safety are distributed to the road users. Good citizens, obeying the traffic signals were greeted by giving them flowers. The institute conducts blood donation drive to address the problem of scarcity of the blood in various blood banks, with an aim to save the lives of road accident victims. The campaign also encompass series of sessions to create awareness to students on different Road safety aspects.

During road safety week many dignitaries from Pune Municipal Corporation, RTO and many Social activist from NGO gives their valuable presence during all events of Road safety awareness programme. The initiative curbs with the vision of Ministry of Road Transport &Highways to create awareness among general public, to improve the safety on road and to give an opportunity to all stakeholders to contribute to the cause of road safety.

The Road safety week conducts innovative ideas such as Quiz Competition of road safety rules, slogans (Puneripatya), road safety exhibitions, short street plays on road safety and volunteers distributed pamphlets are conducted so have participative awareness of the road safety. The students participants were encouraged by distributing 'ZEAL' helmet for their remarkable contribution during the campaign.

5.   Evidence of Success

The Small initiative of Road safety rally has grown into fully grown tree of Road safety awareness. The students and faculty member's are sensitized towards the cause of the Road safety. Students and faculty members have volunteered to donate blood to blood donation bank. Helmets are distributed for the students Volunteers who relentlessly work for making the event successful. The financial burden of cost of helmets was borne by Zeal Education Society Fortunately after initiation of this campaign, no road fatalities of the students and faculty members are reported. Speed breakers were installed on the cemented road of the Campus.

6.   Problems Encountered and Resources Required

This initiative faced following problems:

Lack of revenue: The institute is private and self-financed, it was very difficult to bear the cost of such herculean initiative. The parent Society financially supported the Road safety week. However, more financial aid will be needed in forth coming year in order to hold such events in large scale.

Traffic management: It is being noted that the awareness created is meant only few days, due to lack of power, no penalty can be imposed on the rule breakers leading to failure of the initiative at times. Reinforecement of the initiative needs to be done fmore frequently rather than make it a yearly event.

7.   Notes (Optional)

7.3 Institutional Distinctiveness

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

Response:

Career guidance sessions for Rural Youth

The Founder Director of Zeal Education Society belongs to rural background. He believes that rural youths are in no way are different from the Urban youths. The only difference is that rural youths do not have enough career guidance, with proper career counseling rural youths would be able achieve great heights in their career. The institute believes that, the best way to empower the rural people is by providing them guidance on higher education, job opportunities, and Government initiatives for rural self-employment. To achieve these objectives the institute conducts sessions for guiding the students on various aspects such as

importance of higher education, Career Opportunities in IT and business sectors.

The institute conducts career guidance sessions in rural areas of Maharashtra. The rural districts where the sessions are conducted are Satara, Sangli, Konkan, Solapur, Beed, Osmanabad. The institute has signed MoU's with some of the colleges in these rural areas. The faculty members of this institute visit and conduct career guidance session for the students colleges in these areas. The topics covered in these sessions are 1) Careers after graduation 2) Job avenues after graduation 3) Higher education opportunities 4) Job opportunities for postgraduates. The details of different government Freeship/Scholarship schemes for higher education, requirements for different job profile were also shared.

The Institute conducted session on emerging management and technology trends called as PACE- PACE (Professional Academy for Career Enhancement). The Courses conducted in December 2016 were Digital Marketing, Web Designing and Android App Development. The institute had collaborated with SPES Manning solutions to train the students. Around 250 students participated in these sessions.

These sessions broadened the vision of the rural youth.

5. CONCLUSION

Additional Information :

Zeal Education Society has been recognized as 'Icons of Education' by Lokmat media Pvt Ltd. Founder Director Mr. S. M. Katkar and Executive Director Mr. Jayesh Katkar Zeal Education Society were felicitated at the hands of Hon. Mr Vinod Tawdeji Minister for Education , Govt of Maharashtra .

The students of the Institute have brought laurels to the institute. **Mrs. Soniya Shetty Singh** an alumnus of this Institute (MBA Batch 2007-2009) represented India at **Mrs.Commonwealth International – India 2016, in London**. In 2009 she was **Femina Miss India South finalist.**

Ms. Diwanshi Pandey, MCA student (batch 2011-14) attended **Mozilla Summit-2013 at Santa Clara, California, United States of America.** During the summit she participated in number of sessions, brainstorming SUMO warrior activity, Also, she had arranged a stall with Indian theme which depicted Indian culture and heritage. In true sense she had became brand ambassador of India through ZEAL Education Society.

 Initially, she was just a Mozilla member, but became a Mozilla active member and later on Mozilla Mentor. She conducted Mozilla Carnival in Zeal Campus. In this event, she organized various games such as Web maker, Thimble.

Mr **Valmik Giri** A MBA 2016, pass-out student has **Co-Authored books (Technical books Based on Pune University syllabus)- Tech Easy** Publication.

Anurag Vaidya, MCA student(batch 2008-11) has authored the book 'Firasti Maharashtrachi'. Firasti Maharashtrachi is a book which showcases various places of Maharashtra. The book contains information of around 32 places, including how to go there, what to eat and what to see.

Concluding Remarks :

The Institute is just a decade young. Now the Institute has the required infrastructure, systems, policies, and procedures in place. The Institute is successful in retaining the teaching and non-teaching staff. Institute is in a position to understand the Industry-student expectations. Institute has given conducive environment to the students in form of State of Art infrastructure, research inclined faculty members, updated learning resources. The furnished /groomed students are ready enough to showcase their skills on global platform. The Institute at this stage of growth aims to achieve a positive impact on society, maximizing the creation of shared value for students, faculty members, non-teaching staff and employers. The Institute finds it is in a position to drive innovation, tackle issues, and strengthen community engagement by number of activities and developing the research culture. Road Map for overcoming the weaknesses and taking on the challenges has been drawn. The Institute is currently working on its weaknesses and strategic plan to overcome them. The Institute is heading towards global march. The alumni are making their mark at global level. Institute has earned faith of students for referral admissions. The Institute aims to emerge as a Benchmark and Centre of Excellence ensuring highest quality in Education, Research and Extension activities in forth coming years.