



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ALL INDIA SHRI SHIVAJI MEMORIAL SOCIETY'S INSTITUTE OF MANAGEMENT

ALL INDIA SHRI SHIVAJI MEMORIAL SOCIETY INSTITUTE OF
MANAGEMENT, KENNEDY ROAD, NEAR RTO,

411001

www.aissmsiom.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The All India Shri Shivaji Memorial Society (AISSMS) was established in 1917 as a broad based Educational and Social Welfare Organization by His Highness Rajarshi Chhatrapati Shahu Maharaj of Kolhapur, His Highness Shri. Madhavrao Scindia Maharaj of Gwalior and His Highness Sir Tukojirao Maharaj of Indore with benevolent mission of welfare of society. The sole purpose of the Society is to promote the noble cause of education.

AISSM Society's Institute of Management (IOM) is a self financed Institute established in year 2002. IOM is affiliated to Savitribai Phule Pune University (SPPU), approved by All India Council for Technical Education (AICTE), New Delhi and Government of Maharashtra. The Institute offers two years full time MBA Program. Its lush green, eco-friendly, picturesque campus provides a conducive environment ideally suited for serious academic pursuits.

Institute of Management is a premier management institute which has a reputation for qualified and experienced faculty members, quality teaching pedagogy, state-of-art infrastructure, novel student development initiatives, strong industry interface, scientific research, socially useful activities and innovative practices. The Institute equips students with leading knowledge, right attitude, required skills and revered values to meet corporate and organizational requirements.

The Institute crafts valued corporate professionals. The Institute conducts plethora of curricular, co-curricular, extra-curricular and extension activities to develop student's holistic personality. The top-notch business organizations are prestigious recruiters of students of the Institute. The Institute inculcates entrepreneurial culture among students . The Institute transforms students into competent management professionals with strong ethical values to provide leadership in bringing socio-economic development.

Vision

AISSM Society's Institute of Management (MBA) shall continuously strive to be one of the foremost business schools all the times.

Mission

- To be the preferable choice for students, faculty and recruiters.
- To imbibe knowledge and entrepreneurial culture through curriculum, pedagogy, research and consultancy.
- To provide a wider platform for the corporate body, academician and student manager to share experience and knowledge.
- To sustain ingrained ethics and inclusive growth in all its activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Proud part of the prestigious AISSM Society, which has a glorious legacy of 100 years of social reforms through education.
- Visionary leaders symbolizing integrity, transparency and participative management style.
- Reputation for quality education.
- Locational advantage as it is located in the heart of industrially developed Pune city, on highway and near to railway station, S.T. stand & airport.
- State-of-art physical infrastructure and eco-friendly campus.
- ICT enabled classrooms and seminar halls.
- Computer Centre equipped with latest computers.
- Library has huge collection of wide range of books and journals, periodicals, e-resources and other learning material.
- Separate hostels for boys and girls. Transport facility for students.
- Qualified, competent and experienced faculty and staff members.
- Good culture and conducive environment for teaching-learning and professional development.
- Certificate Programs/Value Addition Programs for students over and above University prescribed syllabus.
- Faculty members use innovative, dynamic, interactive and ICT based teaching methods for making teaching-learning meaningful, understandable, interesting and enjoyable.
- Conducts various co-curricular, extra-curricular and extension activities for developing holistic personality of students and making them competent management professionals with strong ethical values.
- Professional counseling and mentoring sessions for students and provides them guidance for problem solving and career development.
- Excellent academic results.
- Training and Placement Cell which provides support to students for getting lucrative career opportunities.
- Entrepreneurship development activities for inculcating entrepreneurial culture among students.
- Good relationship with stakeholders – students, alumni, parents, faculty and staff members, employers / industries etc.
- Good relationship and tie-ups with Training Organizations, Academic Institutions, Business Organizations, Government Organizations and Non-Government Organizations.

Institutional Weakness

- Needs to have funded major research projects.
- Needs to put thrust on training and consultancy work to industries.
- Needs to have an international tie-ups for its academic and research activities.
- Needs to start more programs and activities to ensure full utilization of its infrastructure.

Institutional Opportunity

- Opportunity for faculty and students exchange programs with reputed educational institutions
- Scope for tie-ups with prestigious foreign institutions.
- Good relationship with stakeholders can be utilized for strengthening research and consultancy activities.
- Scope for conducting more need based skill development programs.
- Opportunity to strengthen quality of placements.

Institutional Challenge

- Competition from other educational institutions, both local and foreign.
- Growing trend towards distance education and e-learning.
- Ever changing regulatory framework.
- Rising cost of education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute follows curriculum designed by Savitribai Phule Pune University. The faculty members contribute in curriculum revision and participate in various bodies of the University. The Institute ensure effective curriculum delivery through a well planned and documented process. Academic Planning is done keeping in mind vision and mission of the Institute and Program Outcomes of MBA Program. The Academic Calendar is a blueprint of all the curricular, co-curricular, extra-curricular and extension activities for the student and staff development. The faculty members prepare lesson plan as per the curriculum of the university and deliver the curriculum accordingly. The Institute uses innovative, interactive and ICT enabled teaching learning process to make education meaningful, understandable and interesting.

There is Academic Flexibility in MBA Curriculum. The Institute has introduced many new courses as per the revisions in the curriculum based on changing needs of the organizations and emerging trends. The Institute has successfully implemented Choice Based Credit System (CBCS) for MBA Program. The Institute offers few certificate/value added programs for enhancing employability and entrepreneurial ability of students.

The MBA curriculum is enriched. The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics into the curriculum. The Institute offers many value added courses imparting transferable and life skills. All the students of MBA Program undertake Summer Internship Project.

The Institute collects and analyses feedback from all the stakeholders. The quality of education is improved based on the feedback.

Teaching-learning and Evaluation

The Institute's enrolled students profile reflects diversity in terms of educational background, geographical

location, gender, admission categories and economic condition. There are substantial numbers of students admitted from reserved categories.

The Institute is committed to provide equal opportunity for quality education to students from diverse backgrounds. The Institute assesses learning levels of students and gives special attention to slow and advanced learners. The Institute has maintained student-teacher ratio as per the norms.

The Institute uses innovative, interactive and ICT enabled teaching learning process to make education meaningful, understandable and interesting. The Institute makes learning student centric so that they acquire lifelong learning. The Institute use experiential learning, participative learning, problem solving methodologies etc. to enhance the learning experience of students. The Institute provides counseling and mentoring facility to students.

The Institute has adequate number of full time, well qualified, competent and experienced faculty members. More than half of the teachers are Ph.D. holders. The Institute focuses on professional development of teachers for improving quality of education.

The evaluation process is transparent and robust in terms of frequency and variety. The institute has introduced many reforms in continuous internal evaluation. The mechanism to deal with examination related grievances is transparent, time-bound and efficient.

The program outcomes and course outcomes are clearly defined in MBA curriculum. The attainment of the same is evaluated by both direct and indirect methods. The average pass percentage of students is consistently high. The Institute obtains feedback from students about teaching and uses it for quality improvement.

Research, Innovations and Extension

The Institute considers research as a good complement for teaching-learning process and inculcates research culture among faculty members and students. There is a Research and Publications Committee which promotes research activities in the Institute. The Institute has appointed Academic and Research Co-ordinator to act as a bridge between the Institute and the University. More than half of the faculty members are Ph.D. holders and few are approved research guides of Savitribai Phule Pune University. The faculty members undertake research projects funded by various organizations.

The Institute has established 'Entrepreneurship Development and Incubation Centre' and has created an eco-system to foster a culture of innovation and entrepreneurship among the students. The Institute has established IPR Cell and conducts seminars on 'Intellectual Property Rights' and industry academia innovative practices.

The Institute encourages faculty members to present/publish research papers in reputed national and international conferences/journals. The faculty members have authored books. The faculty members have received awards and recognition for their contribution in various fields. The Institute encourages faculty members to develop cases and publish the same in the form of a book called 'Management Case-Lets'.

The Institute undertakes many extension activities in collaboration with various Government, Non-Government Organizations, Business Organizations, Academic Institutions etc. These activities sensitize students towards social issues and leads towards development of their holistic personality.

The Institute has established linkages and signed MoU's with Academic Institutions, Government Organizations, Non-Government Organizations, Corporate Organizations, Training Organizations etc. Such tie-up helps the organization in conducting various mutually beneficial activities.

Infrastructure and Learning Resources

The Institute is situated at a prime location and has a state of the art campus. The Institute's eco-friendly campus provides conducive environment ideally suited for serious academic pursuits. The infrastructural facilities are adequate to fulfill the norms of regulatory agencies.

The Institute has adequate facilities for curricular, co-curricular, extra-curricular and extension activities. The Institute's physical infrastructure is housed in a four-storied building including five classrooms, seminar hall, computer centre, language lab, library, training and placement office etc. All the classrooms and seminar hall are equipped with LCD projector and internet connectivity. The Institute has ramp, lift and other facilities for differently-abled students. There are adequate facilities for indoor and outdoor sports and cultural activities.

Library is a knowledge repository and has adequate collection of books and journals. It has a reading hall and e-library facility. It has e-resources like EBSCO, J-Gate, e-books. Remote access facility is also provided for e-resources. The Institute is member of National Digital Library, e-Shodhsindhu, British Library and Mahratta Chamber of Commerce, Industries and Agriculture (MCCIA). Library has SLIM 21 software for automation of library services.

The Institute has a network of 185 computers with internet facility. The Institute has Wi-Fi Facility. There is 50 Mbps leased line internet connectivity. The Institute uses ERP for effective academic planning and execution.

The Institute has established policies and procedures to ensure proper utilization and maintenance of various physical, academic and support facilities. External agencies have been appointed for housekeeping, security and maintenance of various equipments.

Student Support and Progression

The Institute strives hard to develop holistic personality of students and transform them into competent management professionals with strong ethical values.

The students of the Institute from reserved categories and economically backward class gets benefit in terms of scholarship provided by government. The Institute provides installment facility to students. The Institute provides many capability enhancement and development schemes like soft skill development, language lab, career counseling, guidance for competitive exams, remedial coaching, counseling, yoga and meditation etc.

The Institute strives hard to enhance employability of students and fetch lucrative career opportunities for them. The efforts of Training and Placement Cell are reflected in good placement record of the Institute. The top-notch business organizations are prestigious recruiters of our students. The Institute also conducts many entrepreneurship development activities to inculcate entrepreneurial culture among students and encourages them to become entrepreneurs.

The Institute has a vibrant 'Student Council' and representation of students on various academic and

administrative committees. Students play a key role under the guidance of staff in initiating, planning and executing various activities in the Institute. It leads to development of holistic personality of students enhancing their employability and entrepreneurial abilities. The Institute publishes 'Flames' Magazine and Newsletter annually. The Institute organizes various cultural and sports competitions for students throughout the year. The students participate in various inter-institute competitions and have won awards.

AISSMS IOM Alumni Association represents talented and highly successful network of Alumni. The Alumni Association is significantly contributing for the development of the Institute in manifold ways.

Governance, Leadership and Management

The Institute has a clearly stated vision, mission and quality policy which spells out its strategic intent. The governance of institute ensure equity, quality, social justice and access to higher education. The Institute has decentralized system of governance and uses participative style of management.

The Institute has well defined organizational structure. Various committees are formed for smooth functioning and conduct of various activities. The Institute has 'Quality Assurance Manual' which spells out standard operating procedures. The Institute uses ERP for effective academic planning and execution and Tally for finance and accounts for e-governance.

The Institute strongly believes in faculty empowerment and encourages professional development of staff. The Institute provides many welfare measures to staff to satisfy, motivate and retain them. The Institute provides financial support to faculty members to attend conferences, FDP's and workshops. The Institute organizes many professional development programs including internal faculty/staff development programs for both teaching and non-teaching staff. The Institute has well designed performance appraisal system for both teaching and non-teaching staff.

The Institute has well defined process for financial management. The internal and external financial audits are carried out regularly. The Institute has appropriate strategies for mobilization of funds and optimal utilization of resources.

The Institute has an Internal Quality Assurance Cell (IQAC) which is responsible for quality initiatives, quality assurance and quality improvement. The IQAC contributes significantly in strategizing, standardizing and implementing various quality policies, initiatives and processes. The Institute collects feedback from all stakeholders and uses the same in improving quality of education.

Institutional Values and Best Practices

The Institute strongly believes in 'Institutional Social Responsibility'. The Institute organizes gender equity promotion programs and provides facilities for women empowerment The Institute has eco-friendly campus. The campus has solar power plant and rain water harvesting system. The Institute uses proper waste management system. The campus has waste water treatment plant and bio-gas plant. The Institute uses green practices for environmental sustainability. The Institute has resources for differently-abled students. The Institute enjoys locational advantage and undertakes social activities for local community. The core values and code of conduct are displayed in the Institute and on website. The Institute organizes activities to increase consciousness about national identities, rights and duties of citizens and promotion of universal values.

National festivals are celebrated to develop national spirit. The Institute follows norms of regulatory agencies. The Institute maintains complete transparency in financial, academic and administrative functions.

The Institute has a best practice namely - Specialization Club Activity and Cross Culture Interface for Student Enrichment. The objective is to develop holistic personality of students and transform them into valued management professionals. Another best practice of the Institute is – Internal Faculty Development Program and Management Case-Lets Book for Faculty Development. The objective is to inculcate the culture of knowledge sharing and case development in order to foster faculty enrichment.

The Institute's distinctiveness lies in the fact that it provides Soft Skill Training to students to develop their holistic personality in order to enhance their employability and conducts Entrepreneurship Development activities for developing entrepreneurial culture.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ALL INDIA SHRI SHIVAJI MEMORIAL SOCIETY'S INSTITUTE OF MANAGEMENT
Address	All India Shri Shivaji Memorial Society Institute of Management, Kennedy Road, Near RTO,
City	Pune
State	Maharashtra
Pin	411001
Website	www.aissmsiom.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	ABHIJIT MANCHARKAR	020-26058735	9730929624	-	director@aissmsiom.org
IQAC Coordinator	GAURI PRABHU	020-26058734	9823230898	-	gauriprabhu@aissmsiom.org

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	28-06-2002

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

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-04-2018	12	AICTE Extension of Approval EOA

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	All India Shri Shivaji Memorial Society Institute of Management, Kennedy Road, Near RTO,	Urban	18.71	3626

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA,Management	24	Any Graduate	English	180	180

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	2				3				10			
Recruited	1	1	0	2	0	3	0	3	4	6	0	10
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	1	1	0	2
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				14
Recruited	11	3	0	14
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	2	0	1	2	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	3	0	5

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		4	1	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Certificate	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	92	4	0	0	96
	Female	74	10	0	0	84
	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	13	14	15	4
	Female	7	15	11	4
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	23	10	14	16
	Female	10	4	10	7
	Others	0	0	0	0
General	Male	52	39	47	56
	Female	58	32	41	25
	Others	0	0	0	0
Others	Male	13	7	4	7
	Female	2	3	3	1
	Others	0	0	0	0
Total		179	124	145	120

3. Extended Profile

3.1 Program

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

Response: 181

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

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

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
288	262	240	245	288

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
72	72	72	72	72

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
106	138	94	120	152

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

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

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	24	24	24	24

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
94.31	69.13	93.29	109.38	108.29

Number of computers

Response: 185

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institute is affiliated to Savitribai Phule Pune University (SPPU), Pune and approved by AICTE, New Delhi. Institute offers MBA Program. The SPPU designs the curriculum and revises it after every three years. The curriculum was revised in year 2013-14 and recently in year 2016-17 in last five years. The curriculum is displayed on the website of university and Institute.

Academic Committee (AC) of the Institute is responsible for planning and execution of overall academic activities. Director receives inputs from Governing Body (GB), College Development Committee (CDC), Corporate Advisory Board (CAB) and Internal Quality Assurance Cell (IQAC). Based on these inputs and Academic Calendar of University, Academic Committee prepares Academic Calendar. Academic Calendar is the blueprint of all the curricular, co-curricular, extra-curricular and extension activities for the student and staff development.

The Director conducts a meeting before commencement of every semester. The Institute informs the students about commencement of the academic sessions by way of notice. Based on competency of the faculty, choice given by the faculty and university guidelines related to teaching load, the courses are allocated to the faculty members. For each division class co-ordinator is assigned. The timetables are prepared and communicated to the students by way of notice.

The faculty members prepare course file for the courses allocated to them. The curriculum prescribed by the university clearly specifies the program objectives and course objectives. The faculty members prepare lesson plan as per the curriculum of the university and delivers the curriculum accordingly. The faculty members prepare and give teaching material, question bank etc. to students for practice.

The Institute uses innovative, interactive and ICT enabled teaching learning process to make education meaningful, understandable and interesting. The Institute uses ERP software. The Institute uses student centric learning methods and encourages participative and experiential learning. The faculty members use role plays, case discussions, presentations, group discussions, projects, assignments etc. to enhance learning experience.

The effective curriculum delivery is ensured by classroom teaching supplemented by expert sessions, seminars, workshops, industrial visits etc. to make the students understand emerging trends in the industry. The Institute offers soft skills training program, value added courses and certification programs for enhancing employability of students. The classroom teaching is complemented by plethora of co-curricular, extra-curricular and extension activities for development of student's holistic personality.

The Academic Committee monitors the syllabus coverage periodically. Extra lectures are scheduled if required. Attendance of students is monitored periodically and displayed on the notice board.

The examinations are conducted by the University and the Institute. The examination schedules are displayed on the notice boards well in advance. The Institute does concurrent evaluation as per the guidelines given by the university. The internal marks are displayed on the notice board and feedback is given to the students for improvement. The result analysis is done after each semester and remedial classes are scheduled if required. The examination records are maintained.

The Institute collects and analyses feedback from all the stakeholders. The quality of education is improved based on the feedback.

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	0	0	0	2

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View 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: 24.69

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	00	00	01

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

1.2 Academic Flexibility

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

Response: 71.82

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

Response: 130

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: 1

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: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
288	262	240	245	288

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

1.3 Curriculum Enrichment

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

Response:

The enriched MBA curriculum includes many courses which address cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics. In addition, the Institute supplements it by organising various activities:

1) Courses and Activities related to Environment and Sustainability:

MBA curriculum includes courses related to environment and sustainability like - Economic Analysis for Business Decisions, Business, Government & Society, Strategic Management, Managing for Sustainability. In addition to this, University has prescribed additional credit courses – Cyber Security, Corporate Social Responsibility (CSR) for MBA students as a part of the curriculum. The course on Cyber Security promotes appropriate use of cyberspace. The course on CSR promotes social responsibility of corporate organisations. Further, the Institute organises many activities related to environment and sustainability like - tree plantation, sapling distribution, blood donation camps, Swachh Bharat Abhiyan, expert sessions related to waste management, health issues, organ donation, road safety etc., visit and donations to non-government organisations, pollution control campaign, activity related to road safety and traffic awareness rules etc.

2) Courses and Activities related to Human Values:

The Savitribai Phule Pune University has prescribed additional credit courses related to human values like - Human Rights I & II for MBA students as a part of the curriculum. This course is comprehensive and stresses the importance of human values, respect of human rights, gender equality, need to protect environment and how welfare of the society can be sustained. It helps to foster understanding, tolerance, peace and harmony among people. In addition to this, the Institute organises various activities related to human values like - curriculum enrichment program, expert sessions, street play on universal values under specialisation club activities, olympiad on the constitution of India and human values, cross cultural interface etc.

3) Courses and Activities related to Professional Ethics:

MBA curriculum includes courses related to professional ethics like – Business Communication Lab, Personality Development Lab, Emotional Intelligence and Managerial Effectiveness Lab, Life Skills, Start-up and New Venture Management. The students are required to do Summer Internship Project (SIP) in organisations as a part of the curriculum, which help them to learn professional ethics. In addition to this

the Institute offers three certificate/ value added courses – Soft Skill Module I, Soft Skill Module II, Entrepreneurship etc. for skill enhancement and developing professionalism. Further, the Institute organises various activities to inculcate professional ethics like expert lectures, seminars, workshops, industrial visits, competitions etc.

4) Courses and Activities related to Gender Equality:

Institute organises various activities to promote gender equality like expert sessions and workshops related to - gender equality, women harassment at workplace, health and safety, street plays, poster competition, health check-up camps, International Womens Day celebrations, support for social activities organised by NGO's like Pune Womens Half Marathon etc.

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

Response: 11

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

Response: 11

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 92.01

1.3.3.1 Number of students undertaking field projects or internships

Response: 265

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise**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
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:**A. Feedback collected, analysed and action taken and feedback available on website****B. Feedback collected, analysed and action has been taken****C. Feedback collected and analysed****D. Feedback collected****Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
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: 4.17

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

2017-18	2016-17	2015-16	2014-15	2013-14
18	9	11	11	6

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 78.22

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

2017-18	2016-17	2015-16	2014-15	2013-14
179	124	145	120	136

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

2017-18	2016-17	2015-16	2014-15	2013-14
180	180	180	180	180

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 69.17

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

2017-18	2016-17	2015-16	2014-15	2013-14
69	53	57	39	31

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

2.2 Catering to Student Diversity

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

Response:

The Institute is committed to create conducive teaching-learning environment for all types of students. The Institute provides equal opportunity for quality education for students from diverse backgrounds, which help to enrich themselves and make them competent management professionals. The Institute assesses the learning levels of the students and organizes programs and activities for different levels of learners.

a) Assessment of Learning Levels of the Students:

The Institute assesses the learning levels of the students in following ways.

- **Profile of the Students:** During the admission process the students' data is collected which portrays their profile covering various aspects like – Past Academic Record comprising of 10th , 12th, graduation stream and marks, marks scored in qualifying entrance exam, family background etc. This profile helps in understanding learning levels of students.
- **Pre-Assessment Test:** The Institute has a practice of conducting pre-assessment test to assess learning levels of the students. The pre-assessment covers various aspects like – Logical Reasoning, Quantitative Ability, English language etc. The test score helps to identify learning levels of students.
- **Assessment by Mentors:** During initial mentoring session, mentoring form is filled by the student after interaction with mentor which covers his profile about various aspects like - Past Academic

Record, marks scored in qualifying entrance exam, family background, characteristics, strengths, weaknesses, skills, hobbies, aspirations and dreams etc.

- **Assessment by Course Teachers:** The faculty members assess abilities of the students during their initial introductory sessions related to respective courses. This helps the faculty members to fine tune their teaching method as per the background of the students.

b) Programs and Activities for Advanced and Slow Learners:

The programs and activities conducted by Institute which focus on further development of advanced learners are given below.

- Expert Sessions related to current trends
- Workshops related to emerging management practices
- Participation in Seminars
- Participation in Conferences
- Case Discussions
- Group Discussions
- Role Plays
- Field Work
- Additional Input beyond Curriculum
- Curriculum Enrichment Program
- Certification/Add-on Programs on contemporary topics
- Motivation and Guidance for higher studies
- Guidance related to Competitive Exams
- Career Guidance
- Entrepreneurship Development Activities
- Specialization Club Activities
- Participation in Student Committees
- Research Work
- Projects
- Industrial Visits
- Guidance by Alumni
- Enriched Learning Resources like Journals, Magazines, e-Resources etc.
- Participation in Inter-Institute Competitions etc.

The programs and activities conducted by Institute which focus on development of slow learners are given below.

- Orientation Program covering fundamentals of few courses like Accounting, Statistics, Information Technology, Communication Skills etc.
- Personal Attention in Teaching
- Extra Lectures
- Remedial Classes
- Guidance for resolving Queries
- Counseling
- Mentoring
- Yoga

- Assignments
- Question Bank
- Course Material, Handouts
- Feedback related to Concurrent Evaluation
- Post Assessment Test
- Business Standard Newspapers
- Book Bank Facility
- Special Guidance Sessions
- Specialization Selection Guidance
- Certificate/Add-on Program on Soft Skill
- Aptitude Test
- Mock GD and PI etc.

2.2.2 Student - Full time teacher ratio

Response: 16

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document

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 makes learning student centric so that they acquire lifelong learning. The student centric methods encourage active participation and involvement of students. The student centric methods include experiential learning, participative learning, problem solving methodologies etc. The student centric methods used by the Institute make education understandable and interesting.

Student Centric Methods used by the Institute includes following:

1) Experiential Learning: Institute teaches concepts of various courses and provides students with an opportunity to understand its applications through experiential learning. Catering to the demands of

corporate employer many activities are undertaken to acquaint the students with real life scenarios of business. The main motive is to get them out of student mode and plunge into the corporate mode. These activities are – Internships, Dissertation, Case Discussions, Field Work, Projects, Research Work, Industrial Visits, Entrepreneurship Development Activities, Activity Based Learning in Courses like Business Communication Lab, Personality Development Lab, IT Sessions, Emotional Intelligence and Managerial Effectiveness Lab, Life Skills, Personal Selling Lab, Training and Development Lab etc.

2) Participative Learning: Institute uses Participative Learning to encourage students to actively involve them in learning process. It is based on peer led team learning so that students learn from each other's ideas & experiences. The Institute uses many methods for participative learning like – Group Discussions, Role Plays, Presentations, Small Group Exercises, Assignments, Language Lab, Team Building Exercises, Management Games, Participation in Inter-Institute Competitions like – Elocution, Quiz, Case Study, Business Plan, Project etc.

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

4) Learning through Certificate/Value Added Programs: The students participate in various certification programs which enhance their knowledge, skills and experiences. Additional Input sessions on varied topics beyond the syllabus related to current trends in the global environment are organized on a regular basis to provide add-on knowledge to enhance their corporate readiness.

5) Learning through Co-Curricular Activities: The students participate in various co-curricular activities which support teaching learning process like Orientation Program, Induction Programs, Curriculum Enrichment Program, Industrial Visits, Educational Tours, Entrepreneurship Development Activities, Specialization Club Activities, Expert Sessions, Workshops, Seminars, Conferences etc. The students are actively involved in organizing these activities which enriches their experiences.

6) Learning through Extra Curricular Activities: Students participate in various extra –curricular activities organized by the Institute like Cultural and Sports Activities. The students are actively involved in organizing these activities which enriches their experiences. The students are encouraged to participate in Inter-Institute Cultural and Sports Competitions.

7) Learning through Extension Activities: The students participate in various extension activities organized by the Institute like Tree Plantation, Blood Donation, Swachh Bharat Abhiyan, Activities for NGO's etc. Students are actively involved in organizing these social activities making them responsible citizens.

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 18	
File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues	
Response: 16	
2.3.3.1 Number of mentors	
Response: 18	
File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning
Response:
<p>AISSMS IOM is committed to impart leading knowledge and develop right attitude, required skills and revered values to transform students into competent management professionals and responsible citizens. The teaching-learning process followed by the Institute is tuned to industry requirements on one hand and students expectations on another. The Institute aims to develop holistic personality of students to enhance their employability and entrepreneurship abilities. The Institute uses creative and innovative teaching-learning process to make the education meaningful, understandable, interesting and enjoyable.</p>
<p>1) Usage of In-house Developed Case-Lets based Teaching Approach: The Faculty members develop case-lets based on their area of specialization and research interest. These case-lets are published in the book – ‘Management Case-Lets’. These in-house developed case-lets are discussed by faculty members in classroom along with other cases. Students learn scientific thinking and develop application oriented mindset through the same.</p>
<p>2) Activity Based Teaching-Learning: The faculty members use activity based teaching –learning approach to encourage active involvement of students. This leads to learning from peers and makes education interesting and enjoyable. The activity based learning involves - Group Discussion, Role Plays, Presentations, Field Work, Group Exercises, Quiz, Industrial Visits, Research Work, Projects etc. Activity based learning is used in many courses like Business Communication Lab, Personality Development Lab, Personal Selling Lab, Training and Development Lab etc. It generates a synergetic approach of knowledge acquisition, nurturing, collaboration and teamwork.</p>

3) ICT Enabled Teaching-Learning Process: The faculty members use ICT enabled modern teaching methods. All the faculty members use PowerPoint slides while teaching. The faculty members show videos for making education more interesting. The library has many e- resources like e-journals, databases, e-books etc. The Institute has Language Lab for improving English communication skills. Webinars are conducted for students. The Institute uses Enterprise Resource Planning (ERP) for effective academic planning and execution.

4) Certificate/Value Added Programs: The Institute provides various certification programs which enhance their knowledge, skills and experiences. These programs include – Soft Skill Module I & II, Digital Marketing, GST etc. Additional Input sessions on topics beyond the syllabus related to current trends in the global environment are organized to enhance corporate readiness of students.

5) National Priorities: In order to inculcate and boost the sense of nationalism and social responsibility various activities are arranged. These activities include Specialization Club Activities related to Repositioning Brand India, Make in India etc, Traditional Day Celebration, Mental & Spiritual Wellbeing through Yoga and Meditation, Extension Activities like – Tree Plantation, Blood Donation, Swachh Bharat Abhiyan, Organ Donation Rally, Awareness related to Road Safety, Activities with NGO's etc.

6) Sensitization to Cross Cultural Skills and Global Perspective: In this era of globalization it is essential to inculcate cultural sensitivity among students. The Institute organizes series of expert sessions by international personalities under Cross Cultural Interface.

7) Entrepreneurial Development Activities: In order to imbibe entrepreneurial culture among students and encourage the students to become entrepreneur various activities are arranged.

The Institute collects feedback from students and uses the same to improve quality of education.

2.4 Teacher Profile and Quality

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

Response: 67.5

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: 27.58

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	5	2	2	3

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 10.3

2.4.3.1 Total experience of full-time teachers

Response: 185.31

File Description	Document
Any additional information	View Document

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

Response: 12.35

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	00	00	00	01

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

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

Response: 10

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

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

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

2.5 Evaluation Process and Reforms

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

Response:

The Institute's teaching-learning process is strengthened using continuous, fair, transparent, rigorous and effective assessment and evaluation. The Institute implements the reforms made by Savitribai Phule Pune University (SPPU). The SPPU envisages the need for radical reforms in traditional examination system by evolving a credible, effective and transparent evaluation system that responds to the challenges and newer demands of a knowledge society. The curriculum and evaluation scheme are revised by SPPU periodically to meet global standards and current trends. The Institute makes reforms in Continuous Internal Evaluation (CIE) as per the guidelines of SPPU. The curriculum and evaluation pattern was revised in year 2013-14 and recently in year 2016-17.

- SPPU introduced and the Institute implemented 'Choice Based Credit System (CBCS)' from year 2013-14.
- CBCS Pattern has given choice to students to select specialization and courses from wide basket. CBCS Pattern has introduced new credit system - 3 credits are allotted for Full Credit Courses and 2 credits for Half Credit Courses.
- CBCS Pattern has introduced grading system on a 10-point scale. Indirect grading system is used i.e. marks are converted into grades. Accordingly marksheet of examination includes 'Semester Grade Point Average (SGPA)' and 'Cumulative Grade Point Average (CGPA)' and grade instead of marks.
- For Full Credit Course, evaluation is out of 100 marks and evaluation pattern is 70:30 i.e. 70 marks for University evaluation and 30 marks for internal evaluation. Out of 70 marks of University evaluation, 20 marks are for online exam and 50 marks for theory exam. For Half Credit Course, evaluation is only internal evaluation out of 50 marks.
- The objective of the 'Concurrent Evaluation' i.e. 'Continuous Internal Evaluation (CIE)' is to evaluate students continuously over the period of semester to track and improve their performance.
- Continuous Internal Evaluation (CIE) basket of evaluation components have been suggested by the University. The Institute follows and implements these guidelines.
- The Institute has introduced a scheme of 3 components of 10 marks each for Full Credit Course and

5 components of 10 marks each for Half Credit Course.

- Within broad framework of guidelines there is flexibility. The faculty members are given choice to select evaluation components appropriate for their course from a wide array of components like – Assignments, Class Tests, Presentations, Projects, MCQ's, Field Visit, Case Study, Quiz etc.
- One of the components for Full Credit Course is Term End Examination which is conducted at the end of each semester.
- The internal marks are displayed on the notice board. Students are allowed to meet and discuss with respective faculty members their performance in internal evaluation and also clarify queries, if any. Further, corrected answer papers are shown to students and feedback and suggestions are given for improvement. This system ensures complete transparency in the internal evaluation. This enables students to reduce their weaknesses in particular course and improve performance.
- Both Summer Internship Project and Dissertation are evaluated internally by Institute and externally by University appointed expert panel through viva-voce.

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

Response:

At AISSMS IOM, the mechanism of internal assessment is transparent and robust in terms of frequency and variety. The Institute follows the guidelines of Savitribai Phule Pune University.

1) Mechanism for Internal Assessment:

The mechanism for internal assessment is as follows.

- For 'Continuous Internal Evaluation (CIE)' the Institute uses 3 components of 10 marks each for Full Credit Course and 5 components of 10 marks each for Half Credit Course.
- One of the components for Full Credit Course is Term End Examination which is conducted at the end of the semester.
- Both Summer Internship Project and Dissertation are evaluated internally by Institute and externally by University appointed expert panel through viva-voce. For their internal evaluation 50% marks are given by guide and 50% marks are given by internally appointed expert panel through viva-voce.

2) Transparency in Internal Assessment:

The internal assessment system followed by the Institute is transparent.

- The Institute prepares Academic Calendar which includes internal evaluation schedule.
- The internal assessment system is explained to the students during the Induction/Orientation Program conducted in the beginning of the academic year.
- The faculty members make the students aware about the internal assessment system w.r.t. their respective courses in the beginning of the semester.
- The evaluation schedule of internal assessment is clearly communicated to students through notices & time to time announcements and reminders by the faculty members. The notices are displayed on the notice board, circulated through Whats App Groups and displayed on the website.

- The internal marks are displayed on the notice board. Students are allowed to meet and discuss with respective faculty members their performance in internal evaluation and also clarify queries, if any. Further, corrected answer papers are shown to students and feedback and suggestions are given for improvement.

3) Robustness in Internal Assessment:

The internal assessment system of the Institute is robust.

- The Internal Exam Co-ordinator is appointed by the Director to conduct the Term End Examination at the institute level.
- The confidentiality is maintained as in the Question Papers are sealed and kept under custody of Internal Exam Co-ordinator.
- The strict rules are followed in terms of maintaining the decorum of Examination.
- Multi-level verification is done before finalization of marks. The Class- Co-ordinators along with course faculty member verifies the marks. These are again verified by Academic Co-ordinator and Director.

4) Frequency of Internal Assessment:

The internal assessment is conducted on continuous basis throughout the semester as per the need of the course. The Term End Examination is conducted at the end of each Semester.

5) Variety in Internal Assessment:

Within broad framework of guidelines there is flexibility. The faculty members are given choice to select evaluation components appropriate for their course from a wide variety of components like:

- Case Study / Situation Analysis
- Class Test
- Group Discussion
- Presentation
- Role Play
- Assignment
- MCQ's
- Quiz
- Field Visit
- Project etc.

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

Response:

A mechanism is devised by Savitribai Phule Pune University (SPPU) and the Institute to bring complete transparency in the evaluation and to provide platform for redressal of grievance of students pertaining to University examination and internal evaluation respectively in time-bound efficient manner.

To address all examination and evaluation related problems, the Institute has appointed College Examination Officer (CEO) as per the directives of SPPU. The examination committee under the guidance of Chief Examination Officer (CEO) handles the overall examination function. An aggrieved student makes an application to CEO and he addresses it as per the stipulated norms of SPPU. The mechanism for redressal of grievance regarding evaluation is as follows.

a) Mechanism for Redressal of Grievance regarding External Evaluation by the University:

1) Before Examination:

Usual grievances of students before the examination is non-receipt of admit card (hall-ticket) of examinations or wrong entries in the same. In either case, grievances are communicated to University Examination Section and resolved at the earliest.

2) During Examination:

- **Online Examination:** During Online Examinations, if any student finds ambiguity in question, e.g. given options are not correct, data given in question is insufficient or options are repeated, students may report it as invalid question. Committee at University takes cognizance and resolves the grievance.
- **Theory Examination:** Instant reporting to University Examination Section, if there are any grievances regarding question paper. Grievances regarding question paper include questions asked out of syllabus, typing errors, etc. These are communicated to University Examination Section during examination itself or immediately after examination. In certain instances, technical errors in question papers are rectified during examination itself on instructions received from Examination Section. Resolution of grievances is time bound and increases efficiency of examination system. If paper is based on topics outside prescribed syllabus, complaint of students is taken in writing and same is forwarded by Institute to University for necessary action.

3) After Results: If student has grievance regarding marks received in particular courses(s), the student has a right to apply for revaluation of papers. An online application for the photocopy of the assessed answer-sheets is to be made to the University within a particular time frame. After receiving photocopies, if student is not satisfied about its assessment, he/she may apply for revaluation. The application is forwarded to SPPU for corrective action. In case of revaluation, university re-appoints examiner and the answer-sheet is evaluated. The result is communicated to Institute and to the student.

b) Mechanism for Redressal of Grievance regarding Internal Evaluation by the Institute:

The internal marks are displayed on the notice board. If the students have any grievances, they are allowed to meet and discuss with respective faculty members. The faculty members show corrected answer papers to students and grievances are resolved.

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

Response:

Academic Committee (AC) of the Institute is responsible for planning and execution of overall academic activities and its functioning. Based on the Academic Calendar of University, Institute prepares its Academic Calendar. Academic Calendar is the blueprint of all the curricular, co-curricular, extra-curricular and extension activities for the student and staff development.

The academic calendar includes the dates of commencement and completion of syllabus, schedules of internal exams etc. It specifies the dates of term end examination. Tentative dates of University online exams and viva-voce and theory examinations are also given in academic calendar. The timetables are prepared and implemented accordingly. The faculty members prepare teaching plans according to the academic calendar and guidelines of the University.

The Institute adheres to the academic calendar for the conduct of Continuous Internal Evaluation (CIE). The faculty members make all the efforts to ensure that the schedules of CIE are followed w.r.t. their courses and students are evaluated on continuous basis. The schedule of term end examination is followed by the examination committee as per academic calendar.

The regular monitoring is done by the Academic Committee. The Director conducts review meetings on regular basis to check the implementation of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made if required. Further, extra lectures are scheduled to complete the syllabus before internal examination.

The schedule of external examination is decided by the University and the same is communicated to the students. In case of some unexpected change in the University evaluation schedule some changes are required to be made in internal evaluation as well. These changes are communicated to the students well in advance. However, all efforts are made by the Institute to adhere to the academic calendar for Continuous Internal Evaluation (CIE).

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:

Program Outcomes, Program Specific Outcomes and Course Outcomes for MBA program offered by the Institute are well defined, clearly stated and communicated to teachers and students. The MBA curriculum is developed by the Savitribai Phule Pune University, keeping in mind national priorities and international practices. The curriculum attempts to align the program structure and course contents with students' aspirations and recruiters' expectations. The MBA curriculum is designed as per the changes in the global business environment, emerging trends in management and evolving expectations of all stakeholders. The University aligns the curriculum with National Priorities like - 'Make in India', 'Skill India', 'Start – Up and Stand – Up India' and 'Digital India'.

The MBA program prepares a student for a career in diverse sectors of the industry domestically and globally. The MBA program facilitates learning in theory and practice of different functional areas of management and equips the students with an integrated approach to various functions of management. However, the demand for managerial skills is not limited to the industry. Managerial talent is much sought by the Government Sector and Non Government Organizations (NGO) as well. Students also expect to become entrepreneurs. Their aspirations also require a broad based learning encompassing the end to end processes involved in developing entrepreneurial skills. Institutes, Faculty and Students need to move away from the excessive focus on industry and look at needs and demands of broader sections of the society also.

Specifically the objectives of the MBA Program are:

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

The Program Outcomes (PO), program specific outcomes (PSO) and course outcomes (CO) for MBA program are communicated to teachers and students.

- The PO, PSO and CO of MBA curriculum is displayed on the website of the Institute.
- The hard copy of PO, PSO and CO is also available in library for students' reference.
- The PO's of MBA Program are displayed in the campus.
- During Induction/Orientation Program vision and mission of the Institute are communicated to the students alongwith PO and PSO of MBA curriculum.
- The faculty members communicate and emphasize on their respective course outcomes during their classroom sessions.
- The faculty members prepare lesson plan keeping in mind PO, PSO of the program and CO, course content of the respective course.
- The faculty members prepare Course File which includes PO, PSO and CO.

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

Response:

The Program outcomes, program specific outcomes and course outcomes are clearly stated in the MBA curriculum by Savitribai Phule Pune University. These are defined using top-down approach as these are interlinked and aligned with each other. The POs, PSOs and COs are defined keeping in mind changing

business scenario and evolving expectations of various stakeholders. catering to the needs of varied stakeholders.

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

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

a) Direct Method:

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

b) Indirect Method:

In the indirect method following ways are used.

- **Placements:** The Placements result is used as a yardstick for measuring attainment of Program Outcomes and Course Outcomes. Higher levels of placements with higher packages signify higher attainment levels.
- **Counseling and Mentoring Session:** Students are counseled and mentored on a regular basis. This enables faculty members and Institute to measure attainment of outcomes.
- **Student Participation and Performance in the Events:** Plethora of activities is organized by the Institute for developing the holistic personality of the students. These activities comprise variety of curricular, co-curricular, extra-curricular and extension activities. These activities contribute towards attainment of program outcomes and program specific outcomes and course outcomes. Therefore, participation and performance of students in various activities is used to evaluate attainment of program outcomes, program specific outcomes and course outcomes. Higher level of participation and performance of students in various activities signify higher level of attainment.

In this way using both direct and indirect methods the Institute evaluates attainment of program outcomes, program specific outcomes and course outcomes.

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 84.33

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

Response: 506

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

Response: 600

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.87

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 1.19

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.2	0.94	0.05	00	00

File Description

Document

List of project and grant details

[View Document](#)

e-copies of the grant award letters for research projects sponsored by non-government

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 22.22

3.1.2.1 Number of teachers recognised as research guides

Response: 4

File Description

Document

Any additional information

[View Document](#)

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

Response: 2.05

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

Response: 9

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

Response: 22

File Description	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:

The Institute has created an eco-system to foster a culture of innovation and entrepreneurship among the students. The Institute has established 'Entrepreneurship Development and Incubation Centre' in collaboration with Bhartiya Yuva Shakti Trust (BYST). The objective of the centre is to establish an eco-system for providing various advisory services for enterprise building to prospective and existing entrepreneurs. The Institute organizes variety of activities for promotion of innovation and entrepreneurship.

- Workshop on 'Entrepreneurship Awareness Program' sponsored by Dept. of Science & Technology, Govt. of India.
- Certification Program on 'Entrepreneurship'.
- Exhibition to provide platform to students to innovate and showcase their entrepreneurial skills.
- Providing opportunity to students to present business ideas in front of experts and providing them guidance.
- Providing guidance to existing entrepreneurs. e.g. Adolf Solutions (OPC) Pvt. Ltd. etc.

The institution has taken various initiatives for creation & transfer of knowledge to the students.

- The faculty members do research and publish research papers in reputed journals or present it in the conferences. The knowledge created as an outcome is discussed by the faculty members in the classroom sessions and transferred to the students.
- The faculty members write cases and the same is published in the Institute's 'Management Case-Lets'. These cases are discussed by the faculty members in the classroom and knowledge is transferred to the students.
- The Institute organizes FDPs, Seminars, Workshops, and Conferences for developing the faculty members. The faculty members update their knowledge and learn about emerging trends by attending FDPs, Seminars, Workshops etc. organized by other institutions. The knowledge gained is transferred to students during classroom teaching.
- The Institute has a best practice of knowledge sharing among peers. Internal FDPs are organized on regular basis which gives platform to the faculty members to share knowledge and learn from each other.
- The faculty members provide additional inputs beyond syllabus to students. Faculty members also cover international context and emerging trends with reference to their course.

- The Institute organizes Expert Sessions, Seminars, Workshops, Industrial Visits etc. for students on regular basis to make the students aware about current trends and business practices.
- 'Business Standard' newspaper is given to the students on daily basis and B-quiz is organized to encourage them to read newspaper and keep themselves abreast with latest developments in the business world.
- Institute organizes various competitions for the students and also encourages them to participate in the inter-collegiate competitions which help them to showcase their talent, compete with and learn from their counterparts.
- The Institute's library is a knowledge repository. It has collection of books, journals, encyclopedia, dictionary, newspapers, magazines, project reports etc. It has e-resources like EBSCO, J-Gate. It has collection of e-books. Institute is a member of British Library, NDL, e-Shodhsindhu, Mahratta Chamber of Commerce, Industries and Agriculture (MCCIA). Library makes users aware about current trends.
- The Institute collects and analyses feedback from all the stakeholders like – students, faculty members, parents, alumni, employers to improve quality of education.

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

Response: 11

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

2017-18	2016-17	2015-16	2014-15	2013-14
03	01	02	02	03

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
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** No

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

3.3.3 Number of Ph.D.s awarded per teacher during the last five years**Response:** 2.25

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 09

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

Response: 4

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

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 4.63

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

2017-18	2016-17	2015-16	2014-15	2013-14
17	21	7	27	3

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

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

Response: 4.26

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	26	12	4	11

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

3.4 Extension Activities

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

Response:

AISSMS IOM understands Institutional Social Responsibility (ISR) and undertakes various extension activities on regular basis. These activities have profound impact on sensitizing students towards social issues and developing their holistic personality. The extension activities and their impact includes following.

- The Institute organizes 'Blood Donation Camp' every year in collaboration with R.G. Gholap Memorial Blood Bank and Thalassemia Centre. The activity sensitizes students towards social issue and has social impact in saving lives of people.
- The Institute undertakes 'Tree Plantation' activities in collaboration with other organizations. The Institute arranges 'Sapling Distribution Drive & Importance of Trees Campaign' with Rahul Auto Services. These activities help the students understand their responsibility towards environment and contribute towards environment protection.
- The faculty and students of the Institute provides donation for underprivileged children of Orphanage - Dnyandeep Balakasharm and Shivnishchal Sevabhavi Trust. These activities make students aware about issues and problems of underprivileged students and contribute towards betterment of their lives.
- The Institute conducts few activities for Rajarshi Shahu Maharaj Social Foundation like for 'Career Guidance', conducting 'Survey of Differently-abled Students'. These activities sensitize students towards issues and problems of differently-abled students and impact their lives.

- The Institute organizes collaborative activity with Tapasya Foundation like - 'Health Check-up Camp' etc.
- The Institute organizes 'Swachha Bharat Abhiyan' for promoting cleanliness and contribute in small way towards Hon. Prime Minister's ambitious 'Clean India Movement'
- The Institute organizes workshops and expert sessions on gender issues. These sessions sensitizes students towards gender issues and contribute towards women empowerment.
- The Institute has organized public awareness program and rally related to 'Organ Donation' in collaboration with Sassoon Hospital & B.J. Govt. Medical College and Ministry of Health, Govt. of Maharashtra.
- The Institute has organized expert session on 'Road Safety' and activity on 'Road Safety & Traffic Rules Awareness' with RTO.
- The faculty and students of the Institute have volunteered for 'Free PUC Check up Camp' organized by Rahul Auto Services & 'Environmental and Pollution Hazards due to Unchecked Bursting of Firecrackers' Campaign organized by Omkar Auto Services. This activity has sensitized the students towards need of pollution control and environment protection.
- The Institute participated in the 'Global Forgiveness Campaign' with Sadhu Vaswani Mission.
- The AISSMS was 'Education Partner' for 'Pune Women's Half Marathon' organized by Free Runners Charitable Trust for celebrating womanhood.
- The AISSM Society's Group of Institutes has organized a 'Mega Job Fair' in collaboration with Skill Development, Employment and Entrepreneurship Guidance Centre, Pune and Softzeal Technology, Pune. 146 companies participated in the event and created 10000+ job openings. About 32927 students participated in the event. The event has contributed in reducing the problem of unemployment among youth.

Through these extension activities, the students get sensitized towards social issues, acquire right values and learn to think beyond individual interests for social welfare. Teamwork, leadership skills, time management, communication skills are few things students learn while organizing activities. The extension activities conducted by the Institute have contributed towards social development.

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

Response: 24

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

2017-18	2016-17	2015-16	2014-15	2013-14
08	08	02	04	02

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

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

Response: 19

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	4	3	3	3

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: 71.22

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

2017-18	2016-17	2015-16	2014-15	2013-14
258	241	112	212	119

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

3.5 Collaboration

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

Response: 32

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

2017-18	2016-17	2015-16	2014-15	2013-14
05	03	08	06	10

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

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

Response: 4

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	01	00	02

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

NAAC

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:

AISSMS IOM has adequate facilities for curricular, co-curricular, extra-curricular and extension activities. The Institute is situated at a prime location and has a state of the art campus in serene, salubrious and sylvan surroundings on the bank of river Mula, commanding a beautiful view. Its lush green, eco-friendly, picturesque campus provides a conducive environment ideally suited for serious academic pursuits. The infrastructural facilities are adequate to fulfill the norms of All India Council of Technical Education (AICTE), Directorate of Technical Education (DTE), Government of Maharashtra and Savitribai Phule Pune University.

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

- Five Classrooms
- Computer Centre
- Language Lab
- Seminar Hall for conducting expert sessions, workshops, seminars, conferences etc.
- Board Room
- Library and Reading Room
- One Tutorial Room
- Boys Common Room
- Girls Common Room
- Director Office
- Faculty Room
- Internal Quality Assurance Cell (IQAC)
- Administration Office
- Reception
- Training and Placement Office
- Examination Control Office
- Central Store
- Pantry
- First Aid cum Sick Room
- Entrance and Porch
- Toilets
- Maintenance Room
- Housekeeping
- Security Cabin
- Ground Floor Parking
- Stationary Centre and Xerox Facility
- Ramp
- Lift (Elevator)

Other aspects of Institute's infrastructural facilities are as follows.

- All the classrooms, seminar hall and board room are well furnished and equipped with LCD projector and internet connectivity.
- The Institute has network of 185 computers with internet facility. There are 14 printers and 11 LCD projectors. Some computers have high end processor like Lenovo I-7. Institute has IBM Servers. To protect the computers from virus, the Institute has licensed Quick Heal Antivirus.
- For maintenance of computers and computer peripherals external agency is appointed.
- The Institute has licensed ETNL Software in Language lab.
- The Institute has Wi-Fi Facility.
- There is 50 Mbps leased line internet connectivity.
- There is a LED Television set.
- Enterprise Resource Planning (ERP) is used for effective academic planning and execution.
- The Institute's campus is equipped with Electronic Surveillance System (CCTV).
- The Institute has generator back-up.
- There are separate agencies for housekeeping, maintenance and security.
- The Institute's library is a knowledge repository. It has adequate collection of books, journals, encyclopedia, dictionary, newspapers, magazines, project reports etc. It has spacious reading hall. It has e-library facility where students can access e-resources. Remote access facility is also provided for e-resources. It has e-resources like EBSCO, J-Gate. It has collection of e-books. Library is member of National Digital Library, e-Shodhsindhu, and British Library. Library has SLIM 21 software for automation of library services.

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

Response:

The All India Shri Shivaji Memorial Society focuses on development of holistic personality of the students. The Society encourages students to organize and participate in extra-curricular activities like cultural and sports activities. The Institute is carrying forward the legacy of the society. The Institute has adequate facilities for sports and cultural activities.

For organizing cultural activities the Institute has following facilities.

- Seminar Hall equipped with PA System and LCD Projector with internet facility.
- Ground Floor covered parking can be used sometimes for cultural activities.
- Open Air Stage and Lawn in front of Institute's building.

For sports activities the Institute has following facilities.

- The AISSM Society has centralized well equipped Gymnasium facility which is used by students of all institutions including the Institute of Management.
- AISSM Society has Play Ground for Outdoor Games like Cricket, Football, Volleyball, Hockey, Kho-Kho, Tug of War, Kabbadi, Cricket net practice, Basketball etc. The sports material is also provided to students.

- Indoor Games like Chess, Carrom, Table Tennis etc. The sports material is also provided to students.
- Yoga Centre and Open Air Stage and Lawn for doing Yoga.

The details of these infrastructural facilities alongwith year of establishment, area and user rate is given below.

Sr. No.	Particulars	Year of Establishment	User Rate
1	Seminar Hall	2009-10	Used for Activities
2	Ground Floor Covered Area	2009-10	Used for Activities
3	Open Air Stage and Lawn in front of the Institute	2009-10	Used for Activities
4	Centralized Gymnasium	2012-13	Used for Activities
5	Play-Ground	Established long back but IOM is using since inception i.e. 2002-03	Used for Activities

In addition to the above facilities, the Institute encourages students to participate in inter-institute cultural and sports competitions. The registration fee of the students is born by the Institute.

In this way, the AISSM Society and the Institute ensure that the students become not only competent management professionals but physically fit, mentally strong, spiritually elevated responsible citizens of the society.

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: 6

File Description

Document

Number of classrooms and seminar halls with ICT enabled facilities

[View Document](#)

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

Response: 23

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

2017-18	2016-17	2015-16	2014-15	2013-14
60	15	14	12	4

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

4.2 Library as a Learning Resource

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

Response:

Integrated Library Management System is used for managing the functions of library. The Institute's Library is automated with System for Library Information Management (SLIM 21) Software with Version 3.5.0.33040 from year 2012. SLIM 21 is integrated multi-user, multi-tasking, user friendly software. SLIM 21 cataloguing adheres to popular international standards. The automation of library has made functioning simpler, convenient, efficient and effective. It is commercial software purchased from Algorithms Consultants, Pune. The vendor provides online & offline support for any problems, proper backup and maintenance & up gradation of software during annual maintenance contract period.

Library is automated and following modules are used.

1) Cataloguing & Acquisition System: This module is used to add catalogue entries, to view monthly accession register entries, to browse by title, by author, by subject, by classification number etc. Reports related to cataloguing are generated like accession register, title with copies, year wise accession etc.

2) Circulation System: This module is used for daily transactions. It has books issue, return and reserve options. Barcode technology is used for issue/return. It is possible to set different rules for different users in this module. Book Bank facility is given to the students. Lending policy for Book Bank facility is different and it is maintained through circulation module. Yearly stock verification is utilized for stock taking. Various reports such as borrower wise loan, accession no. wise loan, overdue loans, item inventory status, circulation status summary, item transactions and operator wise transactions can be generated in this module. Barcode, spine labels are generated through this module making library work effective and efficient.

3) Serial Control System: This module is used to maintain the record of print journals to trace subscribed issue in the library. Expected arrival of issue can be generated. Reports like recent issues, issues not received and renewal subscription are generated through this module.

4) Web-Aware OPAC: [Online Public Access Catalogue](#) facility is available to students and faculties wherein they can access the Library catalogue from their desks. Library web OPAC link is provided on Institute's website to students and faculty. Library collection can be searched through OPAC.

SLIM 21 software provide statistical analysis required for library management like weekly transactions, most issued items, less issued items, reference books etc.

The Institute's library is a knowledge repository. It has collection of books, journals, newspapers, magazines, project reports etc. It has digital library facility where students can access e-resources like EBSCO, J-Gate. Remote access facility is also provided to the students. It has collection of e-books. Institute is a member of British Library, NDL, e-Shodhasindhu, Mahratta Chamber of Commerce, Industries and Agriculture (MCCIA). The library has a spacious reading hall. Library provides various services to the users like Circulation, Book Bank Facility, Reference Service for Syllabus, Old Question Papers, Project Reports, e-Library Facility & [Online Public Access Catalogue](#), e-resources Search Training, current information awareness etc. Business Standard newspaper is given to the students on daily basis. Automation of library has made it an efficient and effective learning resource centre.

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

Response:

The Institute's library has collection of rare books, special reports and other resources for knowledge enrichment.

- Library has downloaded various rare books from Rare Book Society of India (RBSI). The collection is stored in Digital Library. Students and faculty members can access these books for enrichment of their knowledge. Rare books are related to topics such as inspiring stories, history, yoga, philosophy, religion, culture, survey, economics etc.
- Library is also having good collection of reference books. They are published by renowned publisher such as Ocean Books Pvt. Ltd., Jaico Publishing House, Routledge, Dominant Publishers & Distributors, Blackwell Pub. Ltd., Tata McGraw Hill, Elsevier, John Wiley, Sage Publications etc. Reference collection has variety of titles like Encyclopedias, Dictionaries, Handbooks and Series books etc.
- Under special report category library has collection of Project Report of students, Dissertation Report, Institute's Newsletters, Institute's Annual Magazine – Flames and Management Case-Lets. Old Journal Issues of subscribed journals.
- The Institute is registered for National Digital Library (NDL) where manuscripts are available. NDL is remotely accessible and through intranet facility also.
- The Library is member of British Council Library. The Institute is member of Mahratta Chamber of Commerce, Industries and Agriculture (MCCIA). The staff members can access books.
- Other knowledge resource for library enrichment includes collection like biographies, motivational books, business leaders' and entrepreneurs' success stories, personality development books,

competitive examination related books, literature, leadership, light reading material, series books, ICAI collection, manuals, yearbooks, maps etc.

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

Response: 5.74

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

2017-18	2016-17	2015-16	2014-15	2013-14
7.56	5.84	4.40	5.82	5.07

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
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 32.03

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

Response: 98

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Information and Communication Technology (ICT) plays a vital role in teaching-learning process. The Institute's IT facilities are adequate and updated on regular basis as per the need.

- Institute has very strong IT infrastructure with network of 185 computers, 14 printers and 11 LCD Projectors.
- In 2017-18, massive computer upgradation was done. 70 Computers with high end Lenovo I-7 processor were purchased. These new computers replaced the old machines.
- Institute has licensed system software such as Windows 7, Windows Vista, Window 10, Windows Server Edition 2008 etc.
- Institute has licensed application software such as Office Share Point 2007, MS Office Pro Plus 2010, ETNL etc
- To protect the computers from virus, the Institute has licensed Quick Heal Antivirus.
- Institute has Language Lab equipped with latest computers with ETNL Software to enhance English communication skills of students.
- Institute has Computer Center equipped with latest computers having internet facility used for

Project Work, Online Exam, Exam form filling, Conducting sessions related to MS-Excel, Preparing Presentations, Doing Assignments etc.

- Institute has 50 Mbps leased line for internet connectivity and Wi-Fi facility to fulfill academic and other needs.
- The Institute has purchased LED Television.
- Faculty members and office staff are provided with computers and internet connection at their respective cubicles.
- Institute has deployed the Education Enterprise Resource Planning (ERP) software namely, CloudEMS which is cloud-based automation for smooth functioning of academics and administration.
- The Institute's library is automated with System for Library Information Management (SLIM 21) Software. It has made the functioning of library simpler, convenient, efficient and effective.
- The Institute has Digital Library facility where users can access e-resources like EBSCO, J-Gate. The Institute is member of National Digital Library (NDL), e-Shodhsindhu, British Library & Maharashtra Chamber for Commerce, Industries and Agriculture (MCCIA). The e-resources of these organizations are also accessible to the students and faculty members.
- Institute has fully computerized its financial records with Tally software for maintaining its accounts in systematic manner.
- The Institute has e-banking facility which helps in doing online transactions.
- For maintenance of computers and computer peripherals, external agency is appointed.
- Generator backup provision is available in case of interruption in power supply.

4.3.2 Student - Computer ratio

Response: 1.56

File Description	Document
Any additional information	View Document

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

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
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 59.34

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

2017-18	2016-17	2015-16	2014-15	2013-14
53.65	42.73	60.47	61.27	61.93

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:

AISSMS IOM has established policies and procedures to ensure proper utilization and maintenance of various physical, academic and support facilities including library, laboratories, sports complex, computers and classrooms.

a) Utilization of Physical Infrastructure:

- The Institute prepares timetable of MBA I and II year in such a way so as to utilize the classrooms properly.
- Seminar Hall is utilized for organizing expert sessions, seminars, workshops, conferences, cultural activities, other student activities etc.
- The students can utilize computer centre and library as per their need. In the timetable separate time slot is kept for library to encourage students to utilize library. Computer Centre is utilized for

Project Work, Online Exam, Exam form filling, Conducting sessions related to MS-Excel, Preparing Presentations, Doing Assignments etc.

- The Institute focuses on training for enhancing employability of students and providing them with placement facility. These training and placement activities are going on continuous basis through Training and Placement Cell.
- Common rooms are utilized by students on regular basis.
- Board Room is utilized for conducting meetings, FDP's and Staff Development Programs.
- The Institute organizes various cultural and sports activities to encourage the overall development of students. During these activities the students utilize physical infrastructural facilities. Sports facilities are used by students on regular basis.
- The AISSM Society provides physical infrastructure like play-ground, classrooms, computer centre etc. to various organizations depending on availability especially during vacations for conducting cultural activities, exhibitions, sports activities, examinations, events etc.

b) Maintenance of the Physical Infrastructure:

- For civil, furniture, electrical etc. maintenance works of the campus there is a separate Site Engineer appointed by Society.
- For maintenance of computers and computer peripherals, external agency is appointed.
- For Website hosting and annual maintenance of website, external agency is appointed.
- For cleaning of campus, external housekeeping agency is appointed.
- Fumigation of the campus is done by external agency for prevention of spread of diseases like dengue, malaria etc.
- For Air Conditioners, maintenance is outsourced to external agency.
- For Water Coolers, maintenance is outsourced to external agency.
- For Aquaguard, maintenance is outsourced to external agency.
- For CCTV, maintenance is outsourced to external agency.
- For Lift, maintenance is outsourced to external agency.
- For Fire Fighting Equipments, maintenance is outsourced to external agency.
- For DG set, maintenance is outsourced to external agency.
- The campus has Cafeteria which is outsourced on contractual basis by the AISSM Society
- The Play Ground is maintained by staff appointed by AISSM Society.
- The Garden is maintained by Gardner appointed by AISSM Society.
- For Security, external agency is appointed by AISSM Society.

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: 44.54

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

2017-18	2016-17	2015-16	2014-15	2013-14
146	132	103	89	122

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
000	000	000	000	000

File Description

Document

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	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: 94.11

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

2017-18	2016-17	2015-16	2014-15	2013-14
279	254	236	238	234

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 3.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
22	14	05	08	00

File Description**Document**

Details of the students benefited by VET

[View Document](#)

Any additional information

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 76.46

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

2017-18	2016-17	2015-16	2014-15	2013-14
88	109	74	97	102

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

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

Response: 5.5

5.2.2.1 Number of outgoing students progressing to higher education

Response: 6

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

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

Response: 49.5

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

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	01	02	03

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	5	1	5	10

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

5.3 Student Participation and Activities

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

Response: 26

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

2017-18	2016-17	2015-16	2014-15	2013-14
03	05	10	08	00

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

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

Response:

The Institute has a vibrant 'Student Council' and representation of students on various academic and administrative committees. Students play a key role under the guidance of staff in initiating, planning and executing various co-curricular, extra-curricular and extension activities in the Institute. This active participation of students in organizing various activities gives a classic opportunity to the students to learn what is preached in the classroom. It helps in developing qualities required in the competent management professionals like – planning, organizing, communication, direction, motivation, control, teamwork, leadership. It leads to development of holistic personality of students enhancing their employability and entrepreneurial abilities.

The details of student council and representation of students on various committees is given below.

1) Student Council: It is formed every year as per the guidelines of Maharashtra Universities Act 1994,

which is now Amended University Ordinance 2016, Section 99 C (1). The vibrant student council of the Institute plays key role in organizing various activities throughout the year.

2) College Development Committee: It is formed as per the guidelines of Amended University Ordinance 2016. The Committee plays key role in overall development of the Institute. There are student representatives on this committee.

3) Cultural & Sports Committee: This committee coordinates various cultural and sports activities throughout the year. The Institute organizes an annual event 'Flames' which is a platform where students showcase their talent. The committee members motivate other students to actively participate in various competitions organized by other institutes.

4) Research & Publications Committee: This committee is responsible for editing and publication of the Magazine, Newsletter and Management Case-lets book of the Institute every year. This is a platform created to encourage and develop the creative literature writing skills of the students and staff members as well.

5) Placement Committee: Placement Committee works for internships and final placements of the students. The committee members are involved in organizing interviews at campus, co-ordination of pooled campus, organization of 'Job Fairs'. The committee members take active part in organizing Aptitude Tests, Mock GD & PI sessions for students.

6) Participation of Students in Co-curricular Activities: The students are actively involved in organizing various co-curricular activities like – Expert Sessions, Workshops, Seminars, Conferences, Industrial Visits, Entrepreneurship Development etc.

7) Participation of Students in Extension Activities: The students are actively involved in organizing various extension activities like – Tree Plantation, Swachh Bharat Abhiyan, Blood Donation Camp, Activities for NGO's, Health Check-up Camps etc. These activities sensitize students towards social issues and inculcate sense of social responsibility among them.

8) Participation of Students in Statutory Committees: The Institute has formed following Statutory Committees and student representatives are part of the same.

- Internal Complaints Committee
- Women Grievance Committee
- Reservation Grievance Committee
- Anti-Ragging Committee
- Students and Parents Grievance Redressal Committee

The students who participate in organizing various activities are appreciated for their commendable efforts by giving certificates. The students provide suggestions to improve quality of education. The participation of students in various committees and activities enrich their experience and develop personality.

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

Response: 24.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
27	27	24	22	23

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

5.4 Alumni Engagement

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

Response:

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

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

- 1. Alumni Association Meetings:** The Alumni Association meetings are organized every year. During these meetings, the Institute's faculty members make the alumni aware about the activities and achievements of the Institute. The alumni share their experiences in the corporate world and provide valuable suggestions for improving quality of education.
- 2. Alumni Meet:** The Institute along with Alumni Association members organizes 'Alumni meet' every year. Alumni Meet provides a classic opportunity for alumni to share their corporate experiences with present students and have refreshing interaction with friends and faculty members. Alumni become nostalgic, revisit the golden memories of the almamater, and enjoy the euphoria of the meet.
- 3. Alumni representation on College Development Committee (CDC):** It is formed as per the guidelines of Amended University Ordinance 2016. The Committee plays key role in overall development of the Institute. There are alumni representatives on this committee who contribute by way of bright ideas and suggestions.

4. **Alumni representation on Internal Quality Assurance Cell (IQAC):** The Institute's Internal Quality Assurance Cell (IQAC) is responsible for taking quality initiatives, quality assurance and quality improvement. Alumni are members of the IQAC and provide valuable suggestions to improve quality of education.
5. **Alumni representation on Corporate Advisory Board (CAB):** The Institute has formed 'Corporate Advisory Board (CAB)' with an objective to bridge the gap between educational institute and industry. There are alumni representative on the CAB who constantly provide valuable inputs for the development of the Institute.
6. **Participation of Alumni in Co-curricular, Extra-curricular and Extension Activities of the Institute:** Alumni contribute in various activities of the Institute like – Experience sharing in Induction & Orientation Programs, Expert Sessions, Workshops, helping in organizing Industrial Visits, Entrepreneurship Development, Judges for various cultural and sports activities, supporting extension activities. All these activities lead to development of holistic personality and enhancing employability and entrepreneurial abilities of the students.
7. **Support in Placement Activities:** Alumni contribute significantly in supporting placement activities. The strong and wide network of alumni support in the form of offering Internships & Final Placements. Alumni provide their own reference and information about job openings to enable students to get their dream job. The contribution of alumni in career development of the students is laudable.
8. **Feedback from Alumni and Employers:** The Institute collects feedback from alumni and employers. The suggestions given by alumni and employers help in improving quality of education.

Overall, the contribution of Alumni Association in development of the Institute is commendable.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 5

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

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

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

NVAAC

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:

All India Shri Shivaji Memorial Society (AISSMS) has a glorious legacy of more than 100 years and is admired for its visionary leadership and social reforms through education. The AISSM Society's motto is 'Truth is Eternal'. AISSM Society's Institute of Management (IOM) has a clearly stated vision & mission and strives hard to fulfill the same through plethora of activities. The vision & mission are in tune with objectives of higher education and national priority and thrust areas.

a) Vision:

AISSM Society's Institute of Management (MBA) shall continuously strive to be one of the foremost business schools all the times.

b) Mission:

- To be the preferable choice for students, faculty and recruiters.
- To imbibe knowledge and entrepreneurial culture through curriculum, pedagogy, research and consultancy.
- To provide a wider platform for the corporate body, academician and student manager to share experience and knowledge.
- To sustain ingrained ethics and inclusive growth in all its activities.

The governance of the institution is reflective of an effective leadership in tune with the vision and the mission of the institute. The Institute has Governing Body (GB) and Local Management Committee (LMC) now termed as College Development Committee (CDC). GB and CDC provide inputs to the Director for effective governance and institutional development. The Director receives valuable inputs from Corporate Advisory Board (CAB) and Internal Quality Assurance Cell (IQAC) for improving quality of education. The faculty representation is there in all committees like CDC, CAB and IQAC. The Institute has 'Quality Assurance Manual' which spells out standard operating procedures. Based on these inputs perspective plan including all activities is prepared and appropriate resources are allocated through budget for effective implementation.

The Institute follows all norms of regulatory bodies like AICTE, DTE, Government of Maharashtra, Savitribai Phule Pune University (SPPU) etc. in letter and spirit. All these procedures lead to transparency and ensure commitment to vision and thrust areas of Government.

The core values which guide the governance of the Institute are – Cultural Heritage and Leadership, Honesty and Integrity, Transparency and Accountability, Quality Education, Holistic Development, Research, Social Responsibility. Institute provides quality education to students from diverse backgrounds. The governance of institute ensure equity, social justice and access to higher education.

The Institute has decentralized system of governance. The Academic Committee is responsible for curricular activities. The Institute has deployed Enterprise Resource Planning (ERP) software for smooth functioning of academic and administrative activities. The Institute not only imparts knowledge but also develops right attitude, skills and competency in students. Institute uses innovative methods of teaching and supplements it with various co-curricular, extra-curricular and extension activities so as to enrich students' experience and develop their overall personalities. The Institute carries out various activities through committees comprised of faculty members. The Institute collects and analyses feedback from all stakeholders and uses the result of the same for improving quality of education. In this way, the Institute has effective leadership which uses participative style of management to realize vision and mission of the Institute.

6.1.2 The institution practices decentralization and participative management

Response:

The Institute has decentralized system and practices participative style of management for governance. The Institute has Governing Body (GB) and Local Management Committee (LMC) now termed as College Development Committee (CDC), Corporate Advisory Board (CAB) and Internal Quality Assurance Cell (IQAC) for improving quality of education and institutional development. The representatives of all stakeholders - teaching, non-teaching staff, students, alumni, employer etc. participate in these committees for decision making.

The Academic Committee is responsible for curricular activities. The Director receives inputs from GB, CDC, CAB and IQAC. Based on these inputs, Academic Calendar is prepared by Academic Committee. It is finalized after discussion during faculty meetings. Academic Calendar is a blueprint of all the curricular, co-curricular, extra-curricular and extension activities to be conducted along with allocation of activity co-ordinators. Academic Committee alongwith Class Co-ordinators monitors functioning of academic activities. The Institute carries out various activities through committees comprised of teaching and non-teaching staff members. The committees have been given freedom to plan and execute activities after approval from Director. The Institute collects and analyses feedback from all stakeholders and uses the same for improving quality of education. In this way, the Institute works a team and practices participative style of management by involving of teaching and non-teaching staff in decision making, planning and execution of all activities.

Case Study: Celebration of Annual Gathering - Flames

- The Institute celebrates its annual gathering called 'Flames' which is a grand event.
- During the faculty meetings while finalizing Academic Calendar tentative date of 'Flames' is discussed and decided.
- The faculty co-ordinator for 'Flames' is decided on rotation basis to give opportunity to all faculty members to showcase leadership skills.
- The Flame program includes three types of competitions namely academic, cultural and sports.
- Preparation for this occasion starts about one month earlier. The Director discusses with Flame Co-ordinator, faculty members, office superintendent and then following things are decided.
 - Exact dates of program
 - Chief Guest for the program with alternate names

- Formation of different committees including teaching and non-teaching staff alongwith co-ordinators
- The committees formed for Flames include – academic events committee, sports committee, cultural committee, invitation, stage decoration committee, certificate printing & prize distribution committee, discipline committee, photography, food committee etc.
- The faculty co-ordinator of the program receives inputs from various committees and prepares the budget of the program. After approval from the AISSM Society, it is communicated to concerned co-ordinators.
- Each committee co-ordinator conducts a separate meeting with members to plan their activities.
- The students' participation is encouraged in various committees for planning and execution. During the process of organizing program the students acquire various skills – planning, decision making, communication skill, leadership skill, creativity, teamwork etc. through experience.
- In between, review meetings are conducted by Director with co-ordinators of various committees.
- The celebration of Flames is carried out as a team in a decentralized manner with participation of teaching, non-teaching staff and students.

6.2 Strategy Development and Deployment

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

Response:

The Governing Body of AISSM Society has an Annual Meeting in which long-term and short-term objectives and plans are designed for society as a whole and group of Institutes under the same. The Governing Body of the society provides guidelines and discuss with the Director about the objectives and annual plan for the Institute. The plans are decided based on feedback and suggestions obtained from various stakeholders including students, parents, alumni, faculty and staff, employers/industries and community and trends in global, national and regional environments. Institutional plan is designed based on vision, mission and objectives of the Institute so as to fulfill expectations of stakeholders and to respond to the changes in the environment.

One example of an activity successfully implemented based on strategic plan is preparation and implementation of Academic Calendar of Institute. Academic Committee of the Institute is responsible for planning and execution of overall academic activities. Director receives inputs from Governing Body (GB), College Development Committee (CDC), Corporate Advisory Board (CAB) and Internal Quality Assurance Cell (IQAC). Based on these inputs and Academic Calendar of University, Academic Committee prepares Academic Calendar. Academic Calendar is discussed in the faculty meetings and then finalized. Academic Calendar is the blueprint of all the curricular, co-curricular, extra-curricular and extension activities for the student and staff development.

The Academic Calendar consists of curricular activities like commencement of term, tentative dates of internal examination and external examination conducted by University, end of the term etc. The Academic Calendar consists of co-curricular activities like – expert sessions, workshops, industrial visits, certificate/value added programs, specialization club activities, entrepreneurship development etc. The Academic Calendar consists of extra-curricular activities like traditional day, cross cultural interface, annual gathering – Flames which includes cultural and sports competitions etc. The Academic Calendar

consists of extension activities like – tree plantation, blood donation camp, social activities in collaboration with NGO's etc. The Academic Calendar consists of other activities like alumni day, parents meet, national festivals and days etc. The Academic Calendar also consists of faculty and staff development activities like seminar, conferences, faculty development programs and staff development programs. The Academic Calendar includes the name of committee or the co-ordinator of the activity. The respective committee or the co-ordinator of the activity then implements the activity by involving staff and students.

The Director conducts review meetings at periodic interval to check the implementation of the academic calendar. If some cases and based on genuine reasons the activity dates are revised and communicate to the concerned persons.

All the activities conducted are well documented and records are maintained in systematic way. The Institute has started using Enterprise Resource Planning (ERP) from academic year 2015-16 as per the perspective plan. ERP is used for affective academic/administration planning and implementation. Use of ERP has ensured complete transparency and enhanced quality of teaching learning process.

The Institute strives hard to implement perspective plan in order to fulfill the vision and mission of the Institute.

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

Response:

The Institute has well defined organizational structure for effective functioning. The organizational structure is represented in organizational chart consists of governing body, academic and administrative set up and various bodies.

The Governing Body (GB) is the highest decision making body consisting of members of management, Director and nominated faculty members. College Development Committee CDC (formerly Local management Committee) includes members of management, academic co-ordinator, IQAC co-ordinator, elected teaching and non teaching staff, alumni and student representatives. CDC provides inputs to the Director for all-round institutional development. The Institute has formed Corporate Advisory Board (CAB) consisting of industry representatives and faculty members. CAB is established to bridge the gap between industry and academia. The CAB provides valuable inputs regarding new management trends and requirements of the industry.

The Internal Quality Assurance Cell (IQAC) consists of member of management, nominated teaching and non-teaching staff members, industry representatives and alumni representatives. IQAC is responsible for improving quality of education. The Institute has 'Quality Assurance Manual' which includes standard operating procedures for recruitment, promotion, service rules, code of conduct, academic processes etc. IQAC provides inputs for improving the quality and functioning of the Institute.

Academic Committee consists of Academic Co-ordinator and a faculty member. Academic Committee is responsible for planning and execution of overall academic activities. Academic Calendar is prepared by

the Academic Committee. Each division has been allotted a separate Class Co-ordinator. The Academic Committee monitors implementation of academic activities through Class Co-ordinators.

The administrative activities are looked after by Office Superintendent along with clerks and peons. The Computer Centre and Language Lab are looked after by Technical Staff. Library Committee consists of librarian, nominated teaching and non-teaching staff and student representatives. Librarian manages the affairs of the library.

The Institute has set up various committees and bodies for various activities. These are as follows.

- Academic Committee
- Student Development Officer (SDO)
- Specialization Club
- Extension Activity
- Project
- Admission
- Mentoring
- Examination Committee
- Training and Placement Officer (TPO)
- Alumni Association
- Academic and Research Co-ordinator (ARC)
- Research and Publications
- Intellectual Property Rights (IPR) Cell
- Entrepreneurship Development and Incubation Centre
- Infrastructure
- Library
- International Interface
- Management Case-lets Committee
- Internal Complaints Committee
- Women Grievance Committee
- Reservation Grievance Committee
- Anti-Ragging Committee
- Students and Parents Grievance Redressal Committee

The role and responsibility various committees and bodies are clearly defined. The Organizational Structure of the Institute is well established for smooth functioning of academic & administrative processes and overall development.

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

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

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

Response:

The Institute has set up various bodies/cells/committees for effective functioning. This decentralized system of governance ensure participative management and involves all the stakeholders in improving quality of education and institutional development. The minutes of meetings of all the bodies/committees/cell are maintained properly and valuable suggestions given by them are implemented. List of some of the bodies/committees/cell are given below.

- Governing Body (GB)
- College Development Committee CDC (Formerly Local Management Committee)
- Corporate Advisory Board(CAB)
- Internal Quality Assurance Cell (IQAC) etc.

Corporate Advisory Board (CAB) and Implementation of Suggestions given by CAB:

- The Institute has formed Corporate Advisory Board (CAB) consisting of industry representatives and faculty members.
- The objective of CAB is to bridge the gap between industry and academia.
- The members of CAB are from highly reputed industries.
- The CAB provides valuable inputs regarding emerging trends in management and requirements of the industry.
- The CAB provides valuable suggestions to improve quality of education and overall functioning of the Institute.
- The suggestions given by CAB help in making education more relevant to industry requirements.
- The meetings of CAB are conducted on periodic basis and minutes of the meeting are maintained properly.

- Over the period of time CAB has given very useful suggestions as follows.
 - The Institute should make efforts to increase the level of alumni interaction.
 - The Institute should increase interaction of members of CAB and eminent corporate professionals with students.
 - The Institute should develop industry required skills among students.
 - The Institute should give industrial exposure to students by arranging more industrial visits.
 - The Institute should focus on entrepreneurship development.
- The Institute has implemented the suggestions given by CAB in following way.
 - In order to increase alumni interaction, the Institute has started organizing 'Alumni Meet' every year. The Institute started inviting alumni for Induction Program, Expert Sessions etc. to interact with students. All these efforts have resulted in increasing contribution of alumni in developing the Institute.
 - The Institute started inviting esteemed members of CAB for interaction with students. Further, the Institute started inviting eminent professionals from corporate world for Expert Sessions, Workshops, seminars, Conferences etc.
 - The Institute has initiated 'Specialization Club Activities' to provide platform to students to acquire industry relevant skills like - decision making, planning, communication, leadership, teamwork, creativity etc. The Institute has started 'Cross Cultural Interface' to make the students aware about cultures of various countries. The Institute modified the syllabus of Soft Skill Training and made it more industry relevant. All these efforts have resulted in enhancing employability of students.
 - The Institute has increased number of industrial visits over the period to give industry exposure to students.
 - The Institute has focused on Entrepreneurship Development activities to encourage entrepreneurial culture among students.

6.3 Faculty Empowerment Strategies

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

Response:

The Institute has a state-of-art physical infrastructure and quality human resources. The Institute provides various welfare facilities to both teaching and non-teaching staff members so as to create conducive environment for teaching-learning. One of the pre-requisites of quality education is well qualified and experienced staff. The Institute provides many welfare measures to attract, train, motivate & retain staff members. These welfare measures have resulted in very high retention rate. These welfare measures encourage staff members to contribute towards quality education and institutional development.

The welfare measures provided by the Institute includes following:

- The Institute encourages faculty and staff members to participate in faculty development programs, staff development programs, seminars, workshops and conferences. The Institute reimburses the participation fee of staff members in such programs.
- The Institute organizes faculty development programs, staff development programs, seminars, workshops and conferences for staff members. The Institute bears the expenditure on such

programs which benefits the staff.

- The Institute encourages faculty members to do research and write research papers. Faculty members are motivated to present their research papers in various national/ international conferences. The Institute reimburses the participation fee of faculty members in presenting such research papers in conferences.
- The Institute has appointed Academic and Research Co-ordinator (ARC) to act as a bridge between the Institute and IQAC, Savitribai Phule Pune University to promote research culture among faculty members.
- The Institute believes in case study method for enhancing quality of teaching-learning. The Institute encourages faculty members to develop case-studies and publishes the same in the form of the book – Management Case-studies.
- The Institute gives salary as per pay-scale of 6th Pay Commission. The salary is timely credited to the savings account of the staff on regular basis.
- Institute also provides Travel Allowance to the staff members on monthly basis.
- Institute provides compensatory leaves, medical leaves, duty leaves, earned leaves, etc. to its staff members.
- The Institute provides maternity leave to the permanent staff members.
- The Institute provides festival advance to staff if required by them. The amount of advance is deducted from salary on monthly basis.
- The Institute contributes to provident fund for staff members.
- The Institute provide gratuity to staff members.
- Institute provides uniforms to the Class IV staff.
- The Institute has provided laptops to staff members.
- Institute also provides loan facility to its staff through Credit Co-operative Society. Emergency loan is also provided to the staff through this Society.
- The Institute has First Aid cum Sick Room. The Institute has dispensary and doctor on call facility. Doctor is available as and when required.
- The Institute arranges programs related to health issues, stress management, life skills, etc.
- The Institute celebrates International Yoga Day and encourages staff members to practice it.
- The Institute provides counseling facility to teaching and non-teaching staff members by professional counselors.
- The AISSM Society recognizes achievements of staff members by providing appreciation certificate.

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: 59.25

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

2017-18	2016-17	2015-16	2014-15	2013-14
18	04	09	02	17

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: 10.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
22	09	09	05	07

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

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

Response: 9.28

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	00	00	00	06

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

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

Response:

Performance Appraisal System is an integral part of human resource management at AISSMS IOM. Performance Appraisal is important to ensure that both teaching and non-teaching staff perform their duties efficiently and effectively. The Institute has well designed Performance Appraisal System for both teaching and non-teaching staff.

1) Performance Appraisal System for Teaching Staff:

The performance of teaching staff members is assessed using two ways.

a) Feedback Analysis: The Director collects feedback from students about faculty members once in every semester. The feedback is collected on 10 parameters about each faculty member as follows.

- Knowledge of the teacher
- Communication skills of the teacher
- Use of appropriate teaching methods & aids to enhance understanding
- Interest generated by the teacher in the subject
- Awareness created about recent developments in subject & business environment
- Sincerity & punctuality of the teacher
- Interactive, caring, approachable and mentoring attitude of teacher
- Completion of the syllabus on time
- Use of variety of assessment methods & fair, periodic assessment to evaluate student understanding of the subject
- Overall rating of the teacher

The feedback is analyzed and grades are allotted to faculty members. The result of the feedback analysis is discussed with the faculty members and suggestions are given to them by the Director to improve their performance.

b) Performance Appraisal Report: Performance Appraisal Report (PAR) evaluates overall performance of faculty member. Performance is self assessed and duly filled in PAR by faculty member at the end of every year. The PAR contains assessment about following 5 parameters.

- Teaching-Learning and Evaluation related Performance
- Co-Curricular, Extension and Professional Development Related activity.
- Research Publication and Academic Contribution
- Official Conducts
- Other Relevant Information

Performance Appraisal Report is assessed by Director. Based on assessment report is submitted to the management for further action.

2) Performance Appraisal System for Non-Teaching Staff:

Performance Appraisal System for Staff is monitored on the parameters like - work done by staff, performance, length of the service etc. The Director assesses the performance and gives his/her remarks. The system is transparent. After the evaluation concerned staff is directed for further improvements. Based on the reviews, the report is submitted to the management for further action.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The All India Shri Shivaji Memorial Society has established and maintained a very transparent financial system in the institutions. The Institute follows well defined process for financial management.

a) Internal Audit:

The Institute has proper system of internal audit to ensure that all transactions are properly checked and recorded. The Institute prepares budget for every year and approval is taken from management. All the activities are conducted as per approved budget. The purchases are made as per approved budget. Most of the purchases are made from approved vendors. In other cases for which approved vendors are not there, quotations are invited, comparative statement is made and then order is given to the organization which has quoted the lowest after approval from the AISSM Society. The payments are made by cheque. An internal approval system for all expenses is in place. Accordingly bill/voucher is prepared by the concerned staff. Along with the vouchers, approved budget, quotations, approved comparative statement and purchase order is attached. It is checked by office superintendent and approved by the Director and management. The dead stock register is properly maintained. For physical stock verification the AISSM Society appoints Internal Auditors. The report of the same is send to the management. Proper record of all the receipts and expenses is maintained by the accounts department using Tally software. Monthly Receipt and Payment Statement as well as bank balance of the Institute is submitted to the management as a part of control system. Higher authorities can ask for any clarification regarding the payment or receipts. To maintain expenses within a limit periodic comparison between the actual expenses and budgeted expenses is done. In this way the Institute maintains proper accounting and auditing mechanism.

b) External Audit:

An external auditor appointed by the AISSM society, executes the statutory financial audit. Statutory financial audit is conducted in two sessions, one in the month of October/November for the period of April to September and second in the month of April /May for the period of October to March. Finalization of the account is completed in June/July and audited statements are prepared in June/July duly signed by the Director, and chartered accountant. The audited statements and accounts are submitted to Government authorities including Charity Commissioner for Maharashtra State, Pune and Income Tax

Returns are also filed with Income Tax Office, Pune. Audited statements and accounts are also submitted to AICTE, New Delhi for annual 'Extension of Approval' application and Fees Regulating Authority (FRA) of Government of Maharashtra which fixes the fees for various programs based on audited accounts. The Institute prepares various Returns based on Annual accounts to various other Government Offices like - Professional Tax Returns, Provident Fund Returns, Returns for determination of amount to be paid to Gratuity Account and TDS returns. All these returns are submitted directly by institute based on external financial audit.

In this way the Institute conducts internal and external financial audits regularly. Till date there has been no major external audit objection.

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	0

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

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

Response:

The Institute is a self financed Institute. The Institute has clearly defined strategies for mobilization of funds and optimal utilization of resources as follows.

- The Institute is affiliated to Savitribai Phule Pune University (SPPU), Pune and recognized by All India Council for Technical Education (AICTE), New Delhi. The Institute offers post graduate MBA Program. The admissions to MBA Program are governed by Directorate of Technical Education (DTE), Government of Maharashtra. The fees of the MBA Program is decided by Fees Regulating Authority (FRA) set up by Government of Maharashtra. The fees collected by students for admission is the major source of revenue for the Institute.
- Scholarships & Free-ships are provided by Government to students of reserved category and

economic backward class students. The amount of scholarships & free-ships are received from Government.

- The Institute is Facilitation Centre (FC) during admission process of MBA Program approved by Directorate of Technical Education (DTE), Government of Maharashtra. For services provided by FC, funds are given by DTE.
- For the University examination conducted by Institute, funds are provided by University.
- The Institute encourages faculty members to apply for research grant to University and other sponsoring agencies. The grant received is utilized for research purpose.
- As and when required, the Institute's physical infrastructure – classrooms and computer centre is made available to other organizations for conducting examinations after approval from the AISSM Society.
- The Institute has well defined procedure for utilization of financial resources.
- The Institute prepares budget for every year based on the requirement for optimal utilization.
- Appropriate funds are allocated for infrastructure development like computers, other equipments, books for the library etc.
- The Institute makes proper provision for various curricular, co-curricular, extra-curricular and extension activities for student development.
- The Institute makes adequate provision for placement activities.
- The Institute also makes adequate provision for staff development activities.
- The Director puts up the budget to the management. The management reviews the budget and approves it after required changes if any.
- All the activities are conducted as per approved budget.
- The purchases are made as per approved budget. Most of the purchases are made from approved vendors. In other cases for which approved vendors are not there, quotations are invited, comparative statement is made and then order is given to the organization which has quoted the lowest after approval from the AISSM Society.
- The Institute follows standard procedure for bill settlement and payments.
- To maintain the expenses within a limit periodic comparison between the actual expenses and budgeted expenses is done.
- The financial audit is conducted by chartered accountant every year to verify compliance with established procedures.

6.5 Internal Quality Assurance System

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

Response:

The Institute has an Internal Quality Assurance Cell (IQAC) which is set up to improve the overall quality of academic and administrative functioning of the Institute in accordance with the vision & mission of the Institute. The IQAC is responsible for quality initiatives, quality assurance and quality improvement. The IQAC has prepared 'Quality Assurance Manual' for standardizing the procedures and practices. The IQAC periodically reviews the outcome of academic and administrative functioning and improves the processes over a period of time. The IQAC has contributed significantly in strategizing, formulating, standardizing and implementing various quality policies, initiatives and processes. The two best practices

for institutionalizing the quality assurance strategies and processes are as follows.

a) Enterprise Resource Planning (ERP) for Effective & Efficient Functioning of the Institute:

The Institute is presently using Enterprise Resource Planning (ERP) software namely 'CloudEMS'. ERP is organizational process management software. The CloudEMS is a highly scalable, secured and complete solution for the Institute. It is a system of integrated application for management of academic and administrative activities. The Institute uses ERP to manage many important tasks related to teaching-learning process, academic / administration planning, implementation and control. The CloudEMS has helped the Institute to enhance productivity, to simplify process complexity, to adhere better communications, quick availability of secure & accurate real time information, to enable managerial decisions. The Institute currently uses ERP Software for academic / administration activities; some of them are as follows.

- Faculty Profile
- Student Database
- Lesson Plan
- Timetables
- Attendance Monitoring
- Syllabus Coverage Monitoring
- SMS
- Variety of Report Generation etc.

The ERP Software has lead to increase in efficiency, effectiveness, transparency and improved quality of managing academic and administration processes.

b) System of Record Keeping and Documentation:

In order to bring uniformity and consistency in reporting different activities in the Institute an initiative was taken to formalize reporting procedure. All the activities are documented and reported in a systematic manner. The co-ordinator of each activity prepares the report of the activity and maintains the file of the activity including all the supporting documents like – approvals, notices, attendance, feedback, photographs etc. The activity report along with photographs is given for uploading on the website. The file containing documents are maintained by the IQAC.

The Institute has taken initiatives for standardizing the processes and assuring quality.

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

Response:

The Institute reviews its teaching learning process, structures & methodologies of operation and learning outcomes at periodic intervals. The Institute undertakes continuous improvements in academic and administrative functioning based on these reviews. The two best practices are enumerated below.

a) Academic Monitoring System:

- There is a system of monitoring academic activities periodically.
- Number of lectures conducted by faculty members is monitored on monthly basis and at the end of the semester.
- The student attendance is closely monitored and course wise attendance percentage is displayed on notice board on monthly basis.
- The defaulter students are identified and letters are sent to their parents. This has resulted in reduction in the number of defaulter students.
- There is a system of monitoring coverage of syllabus and extra lectures are scheduled if required.
- Examinations results are analyzed course wise and remedial session are planned if required.
- The Institute collects and analyses feedback of students about each faculty member. The result of the feedback is communicated to the faculty member and improvements are suggested.

b) Management Case-Lets Book: Encouragement for Using Case-based Teaching

- Based on the academic reviews and feedback of students, the Institute took initiative to encourage faculty members to use more cases in the classrooms.
- Case based teaching enhances the quality of teaching through experiential learning.
- The students take active participation in case discussions increasing their involvement.
- Case based learning helps the student to apply theory into practice, identify problem and propose logical solution to the same.
- The case based learning enhances systematic thinking, analytical skills, problem solving abilities of the students and develops application oriented mindset.
- The Institute encourages faculty members to develop cases and publish the same in the form of Management Case-Lets.
- The practice of publication of cases has led to good collection of cases developed in-house by faculty members.
- The cases developed by the faculty members are used by them during classroom discussions.
- This practice of publication of cases has resulted in developing case writing skills of faculty members and problem solving skills of students.
- The practice has led to manifold benefits – increasing teaching ability of faculty members, quality of education and employability of students.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**Response:** 37.6**6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
77	37	28	24	22

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: E. None 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:

The Institute's Internal Quality Assurance Cell (IQAC) is responsible for quality initiatives, quality assurance and quality improvements. The IQAC sets the bench marks and focuses on establishing standard operating procedures. The Institute has taken many quality initiatives in the last five years.

- Introduction of new 'Choice Based Credit and Grading System' as per revised MBA Curriculum of Savitribai Phule Pune University.
- Introduction of Certificate / Value Added Programs to enhance employability.
- Facilitation Centre for MBA Admissions.
- Assessment of learning levels of students after admission.
- Introduction of ICT based Teaching-Learning Methods
- More focus on Experiential Learning and Activity Based Learning.

- Encouragement for Student Centric Methods like Participative Learning.
- Improvement in Internal Continuous Evaluation System
- Establishment of IPR Cell
- Development of Code of Ethics to check malpractices and plagiarism in research
- Encouraging faculty members to present research papers in national or international conferences
- Encouraging faculty members to publish research papers in reputed research journals
- More focus on extension activities
- Organizing Blood Donation Camp
- Visit and donation to Orphanage
- Participation in Sapling Distribution Drive
- Introduction of 'Swachh Bharat Abhiyan'
- Participation in World Environment Week Celebration
- Participation in Organ Donation Rally
- Participation in Health Check-up Camp
- Organizing 'Nirbhaya Kanya Abhiyan'
- Participation in Global Forgiveness Campaign
- Participation in Peace Rally
- Activity of Road Safety and Traffic Rules Awareness
- Social Activities for NGO's
- Education Partner for Pune Women's' Half Marathon
- Establishing more linkages and MOU's with corporate organizations, training organizations, educational institutes, NGO's etc.
- Membership of National Institute for Personnel Managers (NIPM)
- Ensuring latest and more ICT Facilities in the campus like LCD Projectors, LED TV, Electronic Surveillance System, Wi Fi etc.
- Improvements in sports facilities
- Automation of Library
- Introduction of e-Library, e-Books
- Membership of British Library, MCCA, National Digital Library, e-Shodhsindhu
- Introduction of ERP Software for smooth functioning of academics and administration
- Introduction of guidance for Competitive Examinations
- Counseling for students by professional counselors
- Celebration of Traditional Day
- Celebration of International Yoga Day
- Introduction of Cross Cultural Interface
- Introduction of Specialization Club Activities
- Publication of Magazine
- Formation of Alumni Association
- Organizing Alumni Meet
- Establishment of 'Entrepreneurship Development and Incubation Centre' and entrepreneurial development activities
- Establishment of Corporate Advisory Board (CAB)
- Establishment of Internal Quality Assurance Cell (IQAC)
- Development of 'Quality Assurance Manual'
- Introduction of New System of Documentation and Record Keeping
- Introduction of Academic Monitoring System
- Organizing State Level and National Level Seminars/Conferences
- Introduction of system of Internal FDP and Staff Development Programs for teaching and non-

teaching staff

- Publication of Management Case-Lets Book
- Organizing Gender Equity Promotion Programs
- Use of LED Tube lights for Energy Saving
- Use of Solar Energy as renewable energy source.
- Improvements in facilities for Differently-abled students
- Promotion of Green Practices

NAAC

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: 13

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

2017-18	2016-17	2015-16	2014-15	2013-14
04	3	03	1	02

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

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

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

Response:

The Institute shows gender sensitivity in providing facilities and conducting activities towards women empowerment.

a) Safety and Security:

- For security, external agency is appointed by the AISSM Society.
- Security Guards are available in the campus 24X7X365.
- The persons are allowed to enter the Institute's campus after security checks at the entrance.
- The Institute has installed CCTV Cameras at different locations such as Entrance, Computer Centre, Library, Language Lab, Corridors, Parking, Directors Cabin, Exam Room etc. Pan Tilt and Zoom (PTZ) camera is installed in the Institute.
- High Security is provided at ladies hostel premises. Rector is taking care of safety and security of girls' students.
- The Institute has set up various committees like - Internal Complaints Committee, Women Grievance Committee, Reservation Grievance Committee, Anti-Ragging Committee, Students and

Parents Grievance Redressal Committee.

- The students and staff wear I-Card in the campus.
- Fire Safety Audit of Institute's building is done.
- All corridors, Computer Center, Library, Exam Room, Classrooms etc. are equipped with fire extinguishers.
- The Institute has water coolers and aquaguard to provide clean and safe drinking water to all.
- First Aid and Sick Room Facility is provided to students. In case of emergency, students and staff are taken to nearby hospital.
- Fumigation of the campus is done by external agency for prevention of spread of diseases like dengue, malaria etc.
- Nearby Police Station's contact number and toll free help line numbers are displayed on Institute's notice boards.

b) Counseling and Mentoring:

- The Institute has tie-up with Institute of Holistic Healing India (IHHI) for providing counseling facility to students and staff members. Professional counselors counsel the students which help them to identify, understand and solve their problems. The counselors provide guidance to students for personality development.
- The Institute provides mentoring facility to students. Each faculty member acts as mentor for assigned group of students. The faculty members make the students understand their potential and encourage them to channelize it in the right direction. The faculty members guide students for professional development.
- Institute has open access policy meaning students can meet concerned teaching and non-teaching staff member and Director at any time in the campus without prior appointment regarding their problems and suggestions. These problems are discussed immediately and solutions are implemented with approval of Director.

c) Common Room:

- The Institute has separate girls and boys common rooms.
- Separate washrooms for boys and girls are there in the Institute.
- Sanitary Pad Vending Machines have been installed in ladies washrooms for maintaining hygiene and cleanliness.

d) Activities related to Gender Sensitivity and Women Empowerment:

The Institute organizes various activities related to gender sensitivity like –

- Expert Sessions on 'Gender Issues and Gender Equality', 'Women Rights', 'Life Skill Management', 'Stress Management' etc.
- Workshops on 'Women Harassment at Workplace'.
- Celebration of 'International Women's Day'.
- Celebration of 'International Yoga Day'.
- Entrepreneurship Development for encouraging girls to become entrepreneur etc.

7.1.3 Alternate Energy initiatives such as:**1. Percentage of annual power requirement of the Institution met by the renewable energy sources****Response:** 37.7

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

Response: 17520

7.1.3.2 Total annual power requirement (in KWH)

Response: 46474

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:** 66.44

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

Response: 12545

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 18881

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

7.1.5 Waste Management steps including:

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

Response:

The Institute understands its Institutional Social Responsibility (ISR) towards environment protection and practices waste management.

a) Solid Waste Management:

- Waste bins are placed in the campus at various places like classrooms, faculty rooms, administration office, computer centre, library, corridors, washroom, common room etc.
- The faculty members and non-teaching staff utilize one side used papers for printing wherever possible in order to reduce the quantum of waste.
- Old newspapers, both sides used papers and files etc are given for recycling to external agencies.
- Expert sessions are arranged on Solid Waste Management, to make students aware of the same and encourage them to contribute towards environment protection.
- Under Specialization Club, the Institute organizes various activities for promoting reuse of waste like – Best Out of Waste Competition etc.

b)Liquid Waste Management:

- Since, the Institute is Management Institute, liquid waste like chemical waste etc. is not generated.
- Liquid Waste generated from washroom is conveyed to the municipal sewage line.
- There is a Waste Water Treatment Plant in the campus.
- There is a Bio-Gas Plant in the campus.
- Expert sessions are arranged on Liquid Waste Management, to make students aware of the same and encourage them to contribute towards environment protection.

c) e-Waste Management:

- The Institute uses various types of electronic gadgets like – computers, printers, LCD projectors etc. These products become outdated after few years due to advancement in technology. Institute being aware of e-Waste and its hazards takes initiative to dispose e-waste in proper way.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The Institute is committed for its social responsibility towards environment protection. Water is becoming a scarce natural resource at some places. The Institute strongly believes in 'Water is Life' and practices 'Save Water' philosophy. Institute has rainwater harvesting system in place.

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

The catchment area is the rooftop of the Institute. The water from rooftop of the Institute is collected through pipes. The rain water thus collected is diverted to common channel and conveyed for storage in an underground storage tank. This helps to recharge the tubewell dug in the campus as well as the ground water. It increases the ground water table of the surrounding premises. The water stored in the underground tank is drawn through a pump and reused for gardening, maintaining of lawn 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:

The Institute promotes 'Green Practices' for the environment protection and sustainable development.

a) Use of Bicycles, Public Transport, Pedestrian friendly Roads:

- Institute is located at a prime location at the heart of Pune city.
- For rail transport, Pune Station and Shivajinagar Station are near to the campus. For road transport, Maharashtra State Transport Corporation ST Stand is there at both Pune Station and Shivajinagar which is near to the Institute. For, city transport, Pune Municipal Corporation PMPML Bus Stand is near to the campus. All these results in benefit for students as well as for staff members in terms of safe, secure, affordable, convenient and accessible transportation. The timetables of these public transport facilities are displayed on the notice boards so that students can plan their journey accordingly.
- Institute encourages to students and staff members to use public transport to save resources and reduce environment pollution.
- The Institute provides transport facility to students staying in Institute's hostel.
- Vehicle pooling system is followed by some staff members to save energy resources and reduce pollution.
- Many nearby residing students use bicycles and pedestrian friendly roads to reach the Institute.
- The Regional Transport Office (RTO) is located just next to the Institute's campus which also spreads awareness among students and staff members about such green practices.

b) Plastic Free Campus:

- The Government of Maharashtra has put ban on use of plastic carry bags. In accordance with the vision of the Government and need of environment protection the Institute's encourages use of non-plastic items in canteen, store, office etc. The Institute creates awareness among students and staff members to keep 'Plastic Free Campus'.

c) Paperless Office:

- The Institute uses ICT tools to reduce use of papers.
- Notices and Circulars are conveyed to all through e-mails and Whatsapp.
- Institute uses Enterprise Resource Planning (ERP) software system for academic and administrative purpose to reduce use of paper.

d) Green Landscaping with Trees and Plants:

- The Institute has a lush-green and eco-friendly campus.
- The Institute carries out 'Tree Plantation' activity in the campus on regular basis. The Institute also conducts such activities in nearby areas and also spreads awareness among people about the importance of trees.

There is provision for protection, preservation and conservation of trees. A Gardner is appointed by AISSM Society for this purpose.

e) Other Green Practices:

- There is a Solar Power Plant for the entire campus of the AISSM Society as a renewable energy source.
- Most of the traditional tubelights are replaced with LED tubelights.
- There is a Waste Water Treatment Plant in the campus.
- There is a Bio-Gas Plant in the Campus.

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

Response: 7.78

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

2017-18	2016-17	2015-16	2014-15	2013-14
8.16	8.37	7.22	5.63	5.67

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	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: 2

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

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

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

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

Response: 11

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	04	02	02	02

File Description	Document
Report of the event	View Document

7.1.12

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

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

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**Response: 16**

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

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

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

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

Response:

AISSM Society is a heritage group of Institutes well known for social work through education. The Institute celebrates various National Festivals and Birth Anniversaries of the great Indian personalities.

a) Independence Day:

The Institute celebrates Independence Day every year on 15th August alongwith staff members, students, parents, board of trustees. The day is celebrated to remember the contribution of freedom fighters in freedom struggle and to show gratitude towards them. Further, it encourages national pride & spirit and inspires everybody to contribute in their own way towards national development.

b) Republic Day:

The Institute celebrates Republic Day every year on 26th January to honour the occasion on which the Constitution of India came into effect in 1950.

c) Chhatrapati Shahu Maharaj Jayanti:

The Institute every year celebrates birth anniversary of Chhatrapati Shahu Maharaj – Shahu Jayanti on 26th June in the campus with great zeal and spirit. The day is celebrated to remember & respect the founder of the society and his contribution in social work for the upliftment of the needy, poor and downtrodden people.

d) Chhatrapati Shivaji Maharaj Jayanti:

Chhatrapati Shivaji Maharaj, a great Maratha warrior and administrator, is indeed a source of inspiration to All India Shri Shivaji Memorial Society and to all Indians. Every year on 19th February his birth anniversary - Shiv Jayanti is celebrated.

e) Mahatma Gandhi Jayanti:

To make the students aware about Mahatma Gandhi's life history, contribution in freedom struggle and philosophy the Institute celebrates Mahatma Gandhi Jayanti. Prime Minister Shri. Narendra Modi exhorted people to fulfill Mahatma Gandhi's vision of Clean India through 'Swachh Bharat Abhiyan'. Pledge is taken by students and staff members and cleanliness drive is conducted.

f) Teachers Day:

Teachers Day is celebrated on 5th September every year to pay tribute to Dr Sarvepalli Radhakrishnan, a great teacher who is well known for his contribution towards the education system in India. To express the gratitude towards the Teachers the day is celebrated by students of the Institute.

g) Dr. Babasaheb Ambedkar Jayanti:

The Institute celebrates Dr. Babasaheb Ambedkar's birth anniversary on 13th April to remember and respect his contribution towards developing Constitution of India and upliftment of the lower sections of the society.

h) Birth Anniversary of Shirwadkar:

The birth anniversary of great Marathi writer and poet Dr. V. V. Shirwadkar is celebrated as 'Marathi Bhasha Gaurav Din' on 27th February. The day is celebrated to remember & respect contribution of Dr Shirwadkar and promote use of Marathi language. The Institute organizes speech by famous personalities from Marathi literature followed by competition.

i) International Women's Day:

The Institute celebrates 'International Women's Day' to promote gender equality leading to women empowerment.

j) International Yoga Day:

The Institute celebrates 'International Yoga Day' on 21st June to promote use of yoga and meditation among students and staff members.

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

Response:

The All India Shri Shivaji Memorial Society's motto is 'Truth is Eternal'. The management strongly believes in participative management style and maintains complete transparency in its functions by taking all the stakeholders into confidence. The Institute maintains transparency in financial, academic, administrative and auxiliary functions as follows.

a) Transparency in Financial Function:

- Annual Budget is prepared and is adhered to throughout the year after approval from the management.
- For every activity budget is prepared by the staff members and approval is taken from the management.
- Most of the purchases are made from approved vendors. In other cases for which approved vendors are not there, quotations are invited, comparative statement is made and then order is given to the organization which has quoted the lowest after approval from the AISSM Society.
- The dead stock register is maintained properly.
- The purchases of books are entered in library accession register.
- Most of the Payments are made through cheques.
- Salary is deposited timely into employees' bank account.
- Salary and increments are given as per 6th Pay Scales.
- Fees are collected through demand draft or online mode.
- To maintain the expenses within a limit, periodic comparison between the actual expenses and budgeted expenses is done.
- The physical stock verification is done by the Internal Auditors appointed by management. The report is send to management.

- External Financial Audit is done by the Chartered Accountant.

b) Academic Transparency:

- Academic Calendar is prepared after discussion in faculty meetings and this ensure complete transparency. It is displayed and followed.
- The faculty members share course material, handouts, question bank etc. with students.
- Attendance is monitored on regular basis and consolidated attendance is displayed alongwith defaulter list on notice boards.
- Academic Transparency is maintained through ERP system.
- Examination Time Tables are displayed well in advance to maintain transparency.
- Internal Evaluation Marks are displayed on notice board. Corrected Internal Exam Papers are shown to students and signatures of the students are taken.
- Feedback regarding teaching staff is collected from students in impartial manner and analysis reports are discussed with concerned staff to have complete transparency.

c) Administrative and Auxiliary Functions:

- The Institute follows all the norms and guidelines of all the regulatory bodies like AICTE, New Delhi, DTE, Government of Maharashtra, Savitribai Phule Pune University etc.
- The students are informed about all forthcoming activities in advance by way of notices.
- The academic and administrative decisions are taken in staff meetings and minutes are maintained to have complete transparency.
- All leave records of staff members are maintained systematically.
- Biometric record of staff is maintained.
- Service Book record of staff is maintained properly.
- Feedback from students, parents, faculty, alumni, employers, stakeholders are taken regularly, which is used for improving quality of education.

In addition to above the Institute has a Quality Assurance Manual which includes standard operating procedure for all functions and overall working of the Institute.

7.2 Best Practices

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

Response:

BEST PRACTICE 1:

1) Title: Specialization Club Activity and Cross Culture Interface for Student Enrichment

2) Objectives of the Practice:

- To develop holistic personality of students to transform them into valued management professionals.
- To foster student learning and development by participating in activities.
- To enhance various qualities and skills like team spirit, creativity, innovativeness, planning, decision making, communication skills, presentation skills, leadership skills amongst the students.
- To provide platform for students to participate in competition, showcase talent and learn from each others.
- To create awareness about different cultures and traditions of various countries.
- To motivate students to remain good global citizen by following universal values.

3) The Context:

- The management professionals are required to work in teams and contribute towards success of organizations. Therefore, foster team spirit amongst students, the specialization club activity was initiated.
- Business world is very competitive. The future management professionals need to learn how to have healthy and fair competition. It also gives them classic opportunity to learn from competitors by setting benchmarks.
- Initially students found it difficult to work in teams and they were quite reluctant to accept it. But eventually they started understanding the importance of the same and their performance improved over time.
- Cross cultural interface is another activity conducted by institute to make our students aware about different business etiquettes and cultures. As in the era of globalization the students are required to work in cross cultural teams drawn from different countries.

4) The Practice:

- In Specialization Club Activity first year students are divided in various groups like Div A, Div B, Div C and second year students are divided in Marketing, HR, Finance specialization groups. In this activity students compete in groups.
- Under Specialization Club Activity students showcase their talent through various competitions throughout the year like PowerPoint Presentations, Poster Making, Magazine Cover Page Design, Street Play, Repositioning Brand India, Make in India, Best out of Waste, Summer Internship Project etc.
- Two prizes are given for the Specialization Club Competitions - Winner and Runner up Teams and Rolling Trophy.
- In Cross Cultural Interface experts from different foreign countries like Japan, Spain, South Korea etc. are invited to share their cultures and traditions with the students.

5) Evidence of Success:

- The Specialization Club Activity is remarkably successful because students learn to work in teams. They don't hesitate to work with anyone from any group. The students form a strong bond amongst themselves.
- Students become ready to work even for long hours as they enjoy each other's company while working in teams.
- The students have developed a healthy spirit of competition and fair play.
- The Cross Cultural Interface activity makes student aware about different cultures. The students

respect different cultures and learn universal values from different cultures.

6) Problem Encountered and Resources Required:

- In case of Specialization Club Activity students wanted to work with their friends from other specialization according to their comfort zone. It is difficult to make the students come out of their comfort zone and work with peers. It takes some time but at the end all students become ready to work in teams and their performance improves over time.
- In case of Cross Cultural Interface at times it is difficult to get a good speaker who can elaborate on all the aspects of business cultures and traditions from the various countries. But through the wide network of the Institute, it becomes possible to identify such experts for the sessions.
- The resources required for these activities are moderate.

7) Other Information:

The practice of Specialization Club Activity and Cross Cultural Interface results in enriching holistic personality of students and transforming them into competent management professionals.

BEST PRACTICE 2

1) Title: Internal Faculty Development Program and Management Case-Lets Book for Faculty Development

2) Objectives:

- To inculcate the culture of knowledge sharing in order to foster development of faculty members.
- To provide platform to faculty members for knowledge collaboration and learning from peers.
- It embarks a culture of continuous learning and up-gradation among faculty members to stay updated with emerging trends.
- It is a unique platform to develop faculty member's self confidence to take up higher assignments and corporate training.
- The objective of Management Case-Lets Book is to encourage faculty members to develop and publish real life cases.
- To encourage faculty members to use these Case-Lets for classroom teaching.

3) The Context:

- The faculty members are required to go beyond the gamut of university prescribed syllabus and provide valuable inputs to students about contemporary trends in management. This is only possible if faculty members keep themselves aware and updated about current trends. The Institute has started the practice of Internal Faculty Development Program to provide platform to faculty members to explore and understand current trends and learn from peers.
- The faculty members are expected to give real life experience to the students by discussing cases in classrooms. The case method of teaching enriches students and develops problem solving ability amongst them. The Institute has taken initiative to encourage faculty members to write cases and publish the same in the form of a Case-Lets book.

4) The Practice:

- To encourage continuous learning, Internal Faculty Development Program is organized every year especially after completion of the academic term.
- Internal FDP is planned while preparing Academic Calendar. The faculty co-ordinator for Internal FDP is decided.
- All the faculty members conduct FDP for teaching staff and sometimes for non-teaching staff either individually or in team of two.
- The faculty members select topic of FDP which is related to new concept or emerging trend in management. The faculty members communicate the topic to FDP co-ordinators in advance.
- Internal FDP timetable is circulated well in advance.
- The faculty members prepare rigorously and conduct FDP. The faculty member/s who conducts FDP arranges light refreshment for all at the end which encourages team spirit.
- The faculty members cover various topics related to teaching pedagogy like – Experiential Learning, Case Presentations, Parables – An Effective Teaching Tool, Management Games etc.
- Faculty members cover various topics like Team Building, Leadership rediscovered through Communication Skills, VUCA World, Turn Around Strategies, etc
- To enhance the mental strength of the faculty members various topics are explored like Miracle of Yoga, How to Develop Positive Mental Attitude, Visualization: Taping the Hidden Power of Mind, Lets Connect the Soul, Six Thinking Hats, Critical Thinking, Neuro Linguistic Program and Creativity etc
- To gain the knowledge about new trends in various fields of Management, variety of topics are covered like Current Trends in Finance: GST, Demonetization, Emotional Intelligence, CSR, Workforce Agility, Work Life Balance, Social Media Marketing, Guerilla Marketing, Talent Management, Cloud Computing, etc.

5) Evidence of Success:

- The Internal Faculty Development Program has resulted in learning new concepts and emerging trends in management and teaching pedagogy.
- The knowledge gained in Internal Faculty Development program in turn help the faculty members to improve quality of teaching.
- The Internal Faculty Development Program has helped faculty members to boost up their confidence, enhance knowledge and improve their presentation skills.
- The faculty development activities have helped to create the strong bond among all faculty members and non teaching staff resulting in team building.
- Management Case-Lets Book has developed a huge repository of Cases.
- The faculty members have developed case writing skills.
- The faculty members use these cases in classrooms to give real life experience to students.

6) Problem Encountered and Resources required:

- Initial inertia among faculty members for knowledge sharing and cross functional collaboration. But over a period of time the faculty members realize the joy of sharing and learning from each other.
- There is time constraint due to the semester pattern.
- Initially there was hesitation from faculty members for case development and writing.
- Editing and proof reading of Management Case-Lets book is time consuming.
- For Internal FDP very less resources are required. For Management Case-Lets Book moderate resources are required.

7) Other Information:

The practice of Internal Faculty Development Program and Management Case-let Book has led to enrichment of faculty members to improve quality of education.

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:**

All India Shri Shivaji Memorial Society (AISSMS) has a glorious legacy of more than 100 years and is admired for its visionary leadership and social reforms through education. AISSM Society's Institute of Management (IOM) has a clearly stated vision and mission and strives hard to fulfill the same through plethora of activities. In line vision & mission of the Institute, objectives of MBA Program, the Institute gives priority and thrust on employability enhancement and entrepreneurship development. The thrust area of the Institute is also in line with national priorities and initiatives like - 'Skill India' and Start-up India'. *The Institute's distinctiveness lies in the fact that it provides Soft Skill Training to students to develop their holistic personality in order to enhance their employability and conducts Entrepreneurship Development activities for developing entrepreneurial culture.*

The Institute has a reputation for qualified and experienced faculty members, quality teaching pedagogy, state of art infrastructure, novel student development initiatives, strong industry interface, scientific research for the benefit of organizations, socially useful activities and innovative practices. The Institute equips students with leading knowledge, right attitude, required skills and revered values to meet corporate and organizational requirements. The Institute conducts plethora of curricular, co-curricular, extra-curricular and extension activities to develop student's holistic personality. The Institute transforms students into competent management professionals with strong ethical values. All these efforts lead to enhancing employability of students and fetching them lucrative career opportunities. The top-notch business organizations are prestigious recruiters of our students. Alumni are highly successful in their corporate career and contribute to the progress of the organizations and Institute as well. 'Entrepreneurship Development and Incubation Centre' inculcates entrepreneurial culture amongst students and encourages them to become entrepreneurs. The Institute develops competent managers and entrepreneurs who would provide leadership in bringing socio-economic development.

The *Institute's distinctiveness* is built over the years through the *soft skill training program* provided to students for developing their *all round personality* and *enhancing their employability*.

a) Soft Skill Development for Employability Enhancement:

- The objective of soft skill development is to equip the students with skills required by the corporate world.
- The Institute has tied-up with professional training organization namely Institute of Holistic Healing India Pvt. Ltd. (IHHI) Pune for providing soft skill training.
- Every year a Certificate Program on Soft Skill is offered to the MBA I and MBA II year students

over and above University prescribed curriculum.

- For MBA I year students Certificate Program on 'Soft Skill Module I' is offered for 30 hours.
- For MBA II year students Certificate Program on 'Soft Skill Module II' is offered for 30 hours.
- Every student undergoes 'Soft Skill Module I & II' during his/her two years of MBA program.
- The Institute discusses with the IHFI and a timetable is prepared for soft skill training.
- Prior to the soft skill training students' learning levels are assessed through Pre-Assessment Test. The pre-assessment test covers various aspects like – logical reasoning, quantitative ability, English language etc. The test result helps to plan soft skill program in line with students learning ability.
- The pedagogy used for soft skill training is activity based learning. The students acquire soft skills by experiential learning through participation in activities.
- The Certificate Program on Soft Skill Module I and II put together covers following topics.
 - Communication Skill
 - Presentation Skill
 - Team Building
 - Leadership Development
 - Stress Management
 - Time Management
 - Guidance on Group Discussion and Mock GD
 - Personal Interview Etiquettes and Mock PI etc.
- After the soft skill program Post Assessment Test is conducted to check learning and improvement in students.
- The soft skill training develops holistic personality of students.
- Soft skill training enhances employability of students which is reflected in growth in placements.

The *Institute's distinctiveness* lies in its focus on *Entrepreneurship Development* to encourage students to become entrepreneurs.

b) Entrepreneurship Development Activity:

- The Institute has tied up with Bharatiya Yuva Shakti Trust (BYST) to establish 'Entrepreneurship Development and Incubation Centre'.
- The objective of the centre is to establish an eco-system for providing various advisory services for enterprise building to prospective and existing entrepreneurs.
- The Institute organizes variety of activities every year for promotion of entrepreneurship.
- Certification Program is arranged on 'Entrepreneurship'. This program covers various aspects of entrepreneurship development like - Experts from Government, Banking, and Successful Entrepreneurs are invited to guide the students.
- Exhibition is organized to provide platform to students to innovate and showcase their entrepreneurial talent. The students raise funds by contribution, set up stall and sale products to generate profits. Such activity encourages experiential learning about entrepreneurship.
- The Institute provides opportunity to students to present business idea in front of experts and providing them guidance. Such activity encourages students to think innovatively and generate profitable business ideas.
- The Institute provides guidance to existing entrepreneurs about various functional areas in management like – marketing, finance, human resources and government procedures.

The Institute has built distinctiveness through soft skill training to enhance employability and

entrepreneurship development to inculcate entrepreneurial culture.

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5. CONCLUSION

Additional Information :

The All India Shri Shivaji Memorial Society (AISSMS) has a glorious legacy of more than 100 years and is admired for its visionary leadership and social reforms through education.

The foremost Institute started under this Society is the Preparatory Military School in 1933. The Society started a Day School and Junior College in 1972. To keep up with the changing times, All India Shri Shivaji Memorial Society made a foray into higher and technical education in 1992. Today, there are 21 highly reputed institutes in AISSMS family imparting education from KG to PG and Ph.D. in the diverse fields of education like - School Education, Junior College, ITI, Polytechnic, Engineering, Management, Pharmacy and Hotel Management. All these institutions provide quality education and have achieved many credentials.

- AISSMS Institute of Information Technology (IOIT) is accredited by NAAC with 'A' Grade and is NBA accredited.
- AISSMS College of Engineering is NBA accredited and has a ranked amongst Top 50 Private Engineering Colleges in India.
- AISSMS College of Hotel Management and Catering Technology (HMCT) is ISO certified and is accredited by NAAC with 'A' Grade and NBA accredited.
- AISSMS runs world class ITI which has collaborated with foreign University from Germany to impart vocational training.
- AISSMS College of Pharmacy (COP) is ranked amongst Top 50 Pharmacy Colleges in India and is NBA accredited.
- AISSMS Institute of Management (IOM) is in the league of such institutions well known for excellence in education.

Concluding Remarks :

IOM is a self financed Institute having an experience of more than 16 years in management education. IOM is affiliated to Savitribai Phule Pune University, approved by AICTE and Government of Maharashtra.

The Institute has clearly stated vision, mission and quality policy which spells out its strategic intent. The Institute has decentralized system of governance and uses participative style of management.

The Institute is situated at a prime location and has a state of the art physical infrastructure. The Institute provides conducive environment ideally suited for academic pursuits.

The Institute offers full time MBA Program which is based on CBCS. The Institute ensures effective curriculum delivery through well planned process. The Institute offers value added programs for enhancing employability of students.

The Institute has adequate number of well qualified, competent and experienced faculty members. More than half of the teachers are Ph.D. holders. The Institute uses innovative, interactive and ICT enabled teaching learning process to make education meaningful, understandable and interesting.

The Institute organizes plethora of co-curricular, extra-curricular and extension activities. These activities lead to development of holistic personality of students . All these efforts have lead to high academic results and good placement record.

The Institute inculcates research culture among faculty members and students. The Institute has established mutually beneficial relationship with Government, Non-Government, Business, Training Organizations.

The Institute has eco-friendly campus. The Institute undertakes social activities . The Institute strives hard to fulfill expectations of all stakeholders and collects feedback from them to improve quality of education.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>4</td> <td>3</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>01</td> <td>00</td> <td>00</td> <td>01</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	10	4	3	3	2	2017-18	2016-17	2015-16	2014-15	2013-14	02	01	00	00	01
2017-18	2016-17	2015-16	2014-15	2013-14																	
10	4	3	3	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
02	01	00	00	01																	
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 54</p> <p>Answer after DVV Verification: 11</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>4</td> <td>3</td> <td>2</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>00</td> <td>00</td> <td>00</td> <td>01</td> </tr> </tbody> </table> <p>Remark : One teacher can be considered only once in a year irrespective of the number of awards in that year. Dr Sanjay Patnaker for 2017-18 will be only one teacher. Dr Mrinalini's award is at a college level and does not merit.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	12	4	3	2	5	2017-18	2016-17	2015-16	2014-15	2013-14	01	00	00	00	01
2017-18	2016-17	2015-16	2014-15	2013-14																	
12	4	3	2	5																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	00	00	00	01																	
2.6.3	Average pass percentage of Students																				

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

Answer before DVV Verification : 91

Answer after DVV Verification: 506

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

Answer before DVV Verification : 106

Answer after DVV Verification: 600

Remark : As per the HEI data attached in clarification.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.2	0.94	0.05	00	00

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.2	0.94	0.05	00	00

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

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

Answer before DVV Verification : 9

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

Answer before DVV Verification : 18

Answer after DVV Verification: 22

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
18	16	15	17	19

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	01	02	02	03

Remark : Activities with a bearing, direct or indirect, on Intellectual Proper Rights, Innovation practices, and Industry- academia Innovative initiatives can only be considered here. The HEI has included normal seminars such as capital market awareness, research methodology etc which have not been considered. Introduction ro GST, Data Mining Capital Market awareness are other normal professional events not considered.

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

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

3.3.3.1. How many Ph.Ds awarded within last five years

Answer before DVV Verification : 10

Answer after DVV Verification: 09

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

Answer before DVV Verification : 4

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
23	27	7	30	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
17	21	7	27	3

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	7	4	4	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
08	08	02	04	02

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
23	3	9	14	18

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
05	03	08	06	10

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16	6	3	3	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	01	00	02

Remark : The HEI has not provided stamp paper MoU's as requested. However MoU's of duration 03 years and 05 years considered. the details are as follow Business Standard and Money Plant 2013-14, Holistic Learning 2015-16 and Huddersfield (UK) 2016-17. The HEI claim of MoU's of 2017-18 is 8 to 10 months and not eligible.

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

Answer before DVV Verification : ≥ 50 MBPS

Answer After DVV Verification: 5-20 MBPS

Remark : The Institute was having 17 MBPS (16MBPS + 1 MBPS) bandwidth for Leased line as upgradation PO and installation is AY 2018-19 which cannot be considered here as assessment period is till AY 2017-18

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
74.27	60.65	82.33	95.86	87.70

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
53.65	42.73	60.47	61.27	61.93

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
288	261	230	238	284

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
000	000	000	000	000

Remark : The Institute as per its policy only provide facility of paying fees in installment and doesn't offer any scholarships, freeships, etc, Hence HEI input is corrected. Scholarship and freeship is basically a grant or payment made to support a student's education, awarded on the basis of academic or other achievement.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
288	262	240	245	288

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
22	14	05	08	00

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	01	02	03

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
8	5	1	5	10

Remark : The HEI has provided the proof in clarification.

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.

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	7	15	12	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	05	10	08	00

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
27	27	24	22	23

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
27	27	24	22	23

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

Answer before DVV Verification : A. All 5 of the above

Answer After DVV Verification: A. All 5 of the above

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
18	04	09	02	17

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
22	9	9	5	7

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
22	09	09	05	07

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	00	00	00	06

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.07	0.22	0.06	0.06	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	0

6.5.3

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
77	37	28	24	22

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
77	37	28	24	22

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

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: E. None of the above

7.1.1

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	3	03	1	02

7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 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) <p>Answer before DVV Verification : A. 7 and more of the above Answer After DVV Verification: C. At least 4 of the above</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years</p> <p>7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>8</td> <td>9</td> <td>7</td> <td>7</td> <td>5</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	8	9	7	7	5	2017-18	2016-17	2015-16	2014-15	2013-14	2	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
8	9	7	7	5																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	0	0	0	0																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>7</td> <td>5</td> <td>4</td> <td>3</td> <td>4</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>01</td> <td>04</td> <td>02</td> <td>02</td> <td>02</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	7	5	4	3	4	2017-18	2016-17	2015-16	2014-15	2013-14	01	04	02	02	02
2017-18	2016-17	2015-16	2014-15	2013-14																	
7	5	4	3	4																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	04	02	02	02																	
7.1.17	Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love,																				

Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
8	2	3	3	3

Answer After DVV Verification :

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>109</td> <td>138</td> <td>95</td> <td>125</td> <td>152</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>106</td> <td>138</td> <td>94</td> <td>120</td> <td>152</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	109	138	95	125	152	2017-18	2016-17	2015-16	2014-15	2013-14	106	138	94	120	152
2017-18	2016-17	2015-16	2014-15	2013-14																	
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