



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**HON. SHRI. BABANRAO PACHPUTE VICHARDHARA
TRUST'S GROUP OF INSTITUTIONS, FACULTY OF
MANAGEMENT, KASHTI**

A/P- KASHTI, TAL- SHRIGONDA, DIST- AHMEDNAGAR
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Hon. Shri. Babanrao Pachpute Vichardhara Trust Group of Institutions, Faculty of Management was established in 2009 and one of its kind “Village for global welfare” at Kashti.

The Institute is located in the village of Kashti is an open pollution free, secure, safe and peaceful locality. The Institute is approved by AICTE, New Delhi, and Recognized by Directorate of Technical Education, Government of Maharashtra and affiliated to the Savitribai Phule Pune University (SPPU), Pune.

At present, Institute offers MBA program with all specialization as per the curriculum of Savitribai Phule Pune University (SPPU), Pune, leading to the award of degree of Masters of Business Administration. The total intake capacity of Institute is 120 students for the course.

It is located in the educational environment like KG to PG having various colleges such as Management, Pharmacy, Polytechnic, Science College and CBSE School etc.

Faculty of Management aims to provide students with excellent academic ambience, good infrastructure, innovative teaching-learning aids, incubation support, training opportunities, providing entrepreneurship skills and values inculcate in students like honesty, hard work, Ethics, Leadership, Team work and Social Responsibility.

Standing by its mission to provide best professional opportunities to students of rural area, Hon. Shri. Babanrao Pachpute Vichardhara Trust, Group of Institutions, Faculty of Management is recognized as a vital knowledge center in the University.

Vision

To provide opportunities for students to become able professionals and entrepreneurs for socio- economic upliftment of rural India.

Mission

- Providing opportunities for students by encouraging them for professional education.
- Creating self-disciplined, mentally robust and morally strong professionals.
- To serve the needs of industry and society in general and rural area in particular by imparting Knowledge and Skills.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Hon. Shri. Babanrao Pachpute Vichardhara Trust's (HSBPVT) Group of Institutions management has always consistently provided quality-based education through the hiring of staff members who are highly qualified, experienced, and motivated.
2. Integrated campus concept of management helps to create a comprehensive understanding of subject of different discipline.
3. Institute ensuring safety and security of students in the college with CCTV camera and face detection at entry.
4. Institute has classrooms equipped with ICT facilities; laboratories with sophisticated instruments, library and reading room having good no of books and e-books, internet connection facility, staff quarters and girls and boy's hostel.
5. Involvement of stakeholders through various committees and activities and their feedback helps in strengthening the college core values in the organization.
6. Institute's Mentor-Mentee System (MMS) monitor the overall performance of student in curricular, co-curricular as well as in extra-curricular activities and circulating educational memorandum to the students effectively.
7. Student exchange program (MoU) with global universities gives platform to the students and faculty for academic and research excellence.
8. Sprawling campus spread over 110 acres with calm and pleasant environment ample green and nonpolluting ambiance.
9. Adequate infrastructure as per AICTE guidelines.

Institutional Weakness

- Funding from government and non-government agencies.
- Communication skills of students addressing from rural area.
- Locality of the institution in non-residential area.
- Very few students chosen entrepreneurship as career.
- Less number of book publication and patents.
- The entire curriculum is defined by the university with little left to the discretion of the institute limits the innovations that the institute can incorporate to make the inputs applicable.
- The cost of providing an effective MBA program has increased manifold for farmers' sons to offer the same.
- Drop out to some extent.

Institutional Opportunity

1. To start a research center.
2. Promote faculty to apply for funded research agencies.
3. Reinforcement of R and D Cell and boost Interdisciplinary research and obtain maximum research grants.
4. Establishment of incubation center and initiation of start-ups.
5. Collaboration on research initiatives with top academic institutions and businesses.
6. Improving industry-institute communication.
7. Encouraging professors to improve their credentials.
8. Encouraging students to start their own businesses

Institutional Challenge

1. Generate a reasonable amount of funds for infrastructural facilities and promoting the research activity.
2. Increase patentable research in the institute and its commercialization.
3. Development of entrepreneurial aptitude in students.
4. Satisfy the ever-growing expectations of various stake holders
5. Keep the students academically focused in the world of varied temptations.
6. Students' skills must advance in line with changes in industry technology. Improving students soft skills who come from rural backgrounds.
7. The Institute accepts students with medium or lower academic standing. To raise their total performance is a huge challenge.
8. To support entrepreneurial start-up efforts.
9. To establish industry-supported and sponsored laboratories.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum at our Institute is meticulously designed by Savitribai Phule Pune University, and we strictly adhere to it. Our faculty members actively contribute to curriculum revision and actively participate in various university bodies. We ensure effective delivery of the curriculum through a well-planned and documented process. Our academic planning is aligned with the vision and mission of the Institute, as well as the program outcomes of the MBA Program. The Academic Calendar serves as a blueprint for all curricular, co-curricular, extra-curricular, and extension activities aimed at student development. Our faculty members prepare chapter plans based on the university's curriculum and deliver the content accordingly. To make education meaningful, understandable, and enjoyable, we employ innovative, interactive, and ICT-enabled teaching-learning processes. All our students have access to internet facilities in the computer lab and library. Additionally, we foster industry-institutional interactions through expert lectures and guidance from distinguished alumni. Our placement cell actively works towards establishing a network with industries, resulting in MOUs for summer and final placements. The academic committee diligently monitors all events and day-to-day teaching activities, while regular meetings are conducted by academic conveners to ensure optimal course outcomes. Our institution also integrates cross-cutting societal issues such as moral values, human values, professional ethics, ethical values, gender equality, and environmental awareness into our curriculum. Furthermore, we organize various activities to supplement these values. We offer a range of value-added and certificate courses that equip our students with essential management skills. As part of the MBA Program, all our students undertake summer internship projects to gain practical exposure to corporate life. We collect and analyze feedback to continuously improve our educational offerings.

Teaching-learning and Evaluation

Our faculty's main focus is on improving the quality of teaching and learning to ensure that education becomes more student-centered. The IQAC and academic conveners gather and analyze feedback from students regarding the quality of teaching and learning, and provide suggestions for improvement to the faculty. In order to enhance the effectiveness of teaching and learning, various methods are employed, such as case studies, business plans for fostering creative thinking, idea generation, and financial planning for enterprises. We organize entrepreneurship development events to expose students to innovative ideas and cultivate a startup

culture in management. Our emphasis is on developing students' management skills and actively involving them in the teaching and learning process. The teaching and learning process is structured based on lesson plans to ensure systematic progress. Our excellent infrastructure and learning resources create a conducive environment for efficient and practical learning. Experiential learning methods, such as industrial visits, project activities, workshops, field surveys, seminars, presentations, live projects, and feedback mechanisms, enable real-time improvements and corrections in teaching and learning methods. Class tests, student presentations, and question-answer sessions also contribute to enhancing the quality of teaching and learning. The Institute utilizes innovative, interactive, and ICT-enabled teaching-learning processes to make education meaningful, understandable, and enjoyable. We strive to make learning student-centric, enabling students to gain conceptual clarity. The Institute employs experiential learning, participative learning, and problem-solving methodologies. We have a dedicated team of full-time, well-qualified, competent, and experienced faculty members. 25% of our faculty members hold Ph.D. degrees, and 6 faculty members are currently pursuing their Ph.D. studies.

Research, Innovations and Extension

The Faculty of Management strongly encourages faculty members to engage in research and pursue their Ph.D. degrees. The management provides full support for the professional growth of the faculty.

A Research and Development Cell has been established at the college level to offer support and guidance to students. Faculty members are allowed to attend conferences and workshops, with academic leaves and financial assistance provided for these purposes as well as for their Ph.D. work. The college library is open 24/7 for research and study purposes, equipped with necessary reference books, journal subscriptions both online and in hard copies, electronic books, DELNET, Shodh Sindhu, and e-Shodhganga. Workshops and seminars are organized to provide extensive exposure to both faculty members and students. Additionally, faculty members are informed about various grants available for application, such as research grants and travel grants from Savitribai Phule Pune University, UGC major and minor grants. It is mandatory for faculty members to publish a minimum of 02 papers in UGC approved journals per academic year.

The institute believes that research is a valuable complement to the teaching-learning process and strives to instill a research culture among faculty members and students. The institute also engages in extension activities in collaboration with various entities like Governments, NGOs, Business Organizations, and Academic Institutions to raise awareness about social issues and contribute to the holistic development of students. Furthermore, the institute has signed MoUs with Academic Institutions and Corporate Organizations. To cater to the needs of students, the institute is well-equipped with classrooms, laboratories, a central library, tutorial rooms, seminar halls, and ICT resources.

The institute ensures that the infrastructure is accessible to physically challenged students. Adequately equipped offices are provided for administrative purposes, including admission, scholarships, accounts, and establishment.

Infrastructure and Learning Resources

Our campus spans across 22.5 acres and boasts a serene and verdant environment, free from any disturbances caused by noise and pollution. Moreover, it enjoys convenient connectivity through air, rail, and road networks. The institute offers an esteemed MBA Program to cater to the diverse needs of our students.

To cater to the requirements of all our students, the institute is well-equipped with smart classrooms, laboratories, a central library, tutorial rooms, seminar halls, and ICT resources. We ensure that our infrastructure is accessible to physically challenged students as well. Our administration is provided with well-equipped offices, including admission and scholarship, account and establishment, T&P cell, transportation facilities, play area, cafeteria, and central store, to ensure effective management.

Our central library houses an extensive collection of books, periodicals, and educational materials, including resources for competitive exams, question papers, electronic magazines, electronic books, DELNET, Shodh Sindhu, and e-Shodhganga. The entire campus is connected through Wi-Fi and LAN networks. We have separate hostels for boys and girls, along with a guest house and staff quarters for the principal, teaching faculty, and staff. The hostels and mess facilities are equipped with all necessary amenities and have dedicated security staff. Additionally, both boys' and girls' hostels are facilitated with a gymnasium.

Medical services are readily available to both staff and students during and after working hours at the institute. To ensure the safety of our campus, a majority of the area is covered by CCTV cameras. We provide sufficient resources to maintain and utilize our infrastructure effectively.

Our stakeholders play a crucial role in ensuring that we are prepared for any situation or condition that may arise. We encourage them to make full use of the facilities available to them.

Student Support and Progression

The Faculty of Management at HSBPVT's, GOI, is a private organization that offers financial aid to students through government schemes to ensure a comprehensive MBA experience. Eligible students seeking scholarships and freeships must follow a specific procedure at the institute level. The institute provides full support to students in securing scholarships and freeships. From the induction program to final placement, students are engaged in developmental activities, and often return to the institute for further guidance, retooling, and potential lateral placements. Students are considered crucial stakeholders and are consistently encouraged to progress. The institution focuses on enhancing students' skills by organizing soft skills, communication, and life skills programs. Workshops are also conducted to assist students in preparing for competitive exams and achieving their career goals.

The institute has established a Grievance Redressal Cell (GRC) in accordance with AICTE and SPPU guidelines and regulations. Policies are enforced through the principal and delegated to various institutional committees and coordinators. The committee aims to foster a responsive approach among all stakeholders to maintain a harmonious educational environment. The Training Placement and Entrepreneurship Development (TP & ED) cell play a vital role in counseling and guiding students towards successful careers, placements, and aligning with their interests. The cell regularly conducts training sessions and workshops to improve interview skills, communication skills, and prepare students for both campus and off-campus interviews.

Students are encouraged to participate in extracurricular and co-curricular activities at the university, national, and international levels.

Governance, Leadership and Management

The Institute has implemented a well-structured Standard Operating Procedure. In alignment with its vision and

mission, the Institute GB and CDS have formulated multiple policies and strategies. Regular implementation of standard procedures for academic and administrative activities is ensured. The Institution strives to achieve program outcomes through effective leadership. By fostering a participative culture, the Institute promotes ownership among all stakeholders. The collective efforts and teamwork of stakeholders contribute to the provision of quality education, enabling students to become competent professionals for the socio-economic development of rural India. The Institute's perspective plan emphasizes the holistic development of students and faculty members. The management, Director, and faculty members play a crucial role in designing and implementing quality policies and development plans. Various committees are formed to decentralize work. The Institution follows best practices for enhancing the quality of teaching-learning and industry interaction. It also prioritizes the professional development of teaching and non-teaching staff through technical and personal training. The institution-level self-appraisal system guides teachers in delivering effective teaching-learning processes. Regular monitoring of the efficient utilization of financial resources is conducted by the Institution. An external audit is conducted annually to verify actual expenses. Quality assurance is always a top priority at all levels. The Internal Quality Assurance Cell (IQAC) designs, implements, and reviews quality assurance policies to ensure the smooth and effective functioning of academic and administrative activities.

Institutional Values and Best Practices

The Faculty of Management at HSBPVT's, GOI, commemorates a range of national and international occasions, events, and festivals annually. Our institute has also taken proactive measures to promote alternative sources of energy and energy conservation practices, such as LED lights, sensor-based LED lights, and solar LED lamps. In terms of waste management, the institute has implemented separate dust bins for different types of waste and has a dedicated waste decomposer unit. Additionally, the institute has installed Rain Water Harvesting systems to promote water conservation. Under the green campus initiative, various initiatives have been undertaken, including tree plantation, energy-saving messages across the campus, and reminders to save paper near every printer. The institute has also prioritized creating a disabled-friendly and barrier-free environment by providing a lift and a separate washroom for individuals with disabilities.

Our institute welcomes students from diverse backgrounds, irrespective of caste, creed, sex, religion, or race. As per the SPPU syllabus, students are encouraged to study subjects like "Human Rights" and "Introduction to Constitution". The institute also organizes programs and activities to orient students towards their duties and responsibilities.

Every year, the institute hosts a cultural fest called "UDAAN". To thrive in today's highly competitive world, the institute arranges various workshops, seminars, and guest lectures, and motivates students to participate in paper presentations, debates, elocution, and group discussion competitions. The institute places a strong emphasis on innovative research projects undertaken by students. Furthermore, the institute ensures equity by providing equal facilities to both female and male students. The institution's aim is to empower students to excel in this competitive world while instilling higher moral values and nurturing responsible citizens who contribute valuable knowledge to society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Hon. Shri. Babanrao Pachpute Vichardhara Trust's Group of Institutions, Faculty of Management, Kashti
Address	A/P- KASHTI, TAL- SHRIGONDA, DIST- AHMEDNAGAR
City	KASHTI
State	Maharashtra
Pin	414701
Website	www.parikramabschool.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	SUDARSHAN ARJUN GIRAMKAR	02487-232144	9822762228	-	directorpiom@parikrama.edu.in
Associate Professor	SANTOSH PRAKASH DHAWALE	-	8459206665	-	santoshdhawale@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name	Document		
Maharashtra	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	13-05-2024	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	A/P- KASHTI, TAL-SHRIGONDA, DIST-AHMEDNAGAR	Rural	22.5	30808.17

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA,Master Of Business Administration,	24	Graduation	English	120	118

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				8			
Recruited	1	0	0	1	1	1	0	2	4	2	0	6
Yet to Recruit	0				1				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	0	2	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				15
Recruited	15	0	0	15
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	1	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	4	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	103	0	0	0	103
	Female	15	0	0	0	15
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	23	26	15	14
	Female	3	4	4	0
	Others	0	0	0	0
ST	Male	1	4	6	2
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	38	36	38	24
	Female	5	4	5	2
	Others	0	0	0	0
General	Male	34	37	43	56
	Female	7	7	9	13
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		111	119	120	111

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institute's vision and mission are to promote the overall development of both teachers and students. In order to realize the institution's vision, the mission statement explicitly focuses on the requirements of society, emphasizing the adoption of a distinctive value system, an open workplace culture, superior academic and physical conditions, and an atmosphere that is conducive to learning and creativity. The institute adheres to the university designed curriculum, in which courses in the humanities and social sciences are given appropriate weighting to provide a holistic approach. The institute adheres to the university's credit-based curriculum. As a part of holistic education, our institute organized value-</p>
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	<p>based and skill development programs for developing universal human values and skills in students. We motivated our students to participate in physical fitness activities like various sports and yoga. Students also participates in community outreach programs like health awareness rallies & street plays, blood donation drives, and national immunization programs. At this time, a multidisciplinary flexible curriculum that allows for various entry and exit at the conclusion of the academy year is not conceivable because the institute follows the Savitribai Phule Pune University curriculum. Additionally, Students undertake interdisciplinary research projects as a part of implementation of NEP.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The University Grants Commission (UGC), New Delhi, issued instructions to The University for the implementation of the Academic Bank of Credits (ABC) on 16th August 2022. Our institute, which is approved by the AICTE, New Delhi, and affiliated with Savitribai Phule Pune University, Pune, has implemented ABC as of 15th October 2022. The institute has adhered to the university guidelines for credit transfer or consideration under ABC. Students have received assistance regarding this implementation from both the examination section and their respective mentors. Using the ABC database, students can compile, store, and transfer credits earned through various streams like programs located in a college, various entry and exit ports, apprenticeships, virtual mobility made possible by technology, etc.</p>
<p>3. Skill development:</p>	<p>The New Education Policy (NEP) 2020 emphasizes the importance of vocational education to bridge the gap between academic knowledge and industry demands. In line with this policy, our institute has taken several steps to enhance skill development among students. Here is a sketch of the resources and plans needed for successful implementation: #Resources for Skill Development: Trainers and Instructors: 1. Qualified Trainers: Hire industry-experienced professionals who can deliver practical and theoretical knowledge. 2. Continuous Development: Encourage trainers to take courses on platforms like NPTEL, SWAYAM and INTERNSHALA to stay updated with the latest industry trends and teaching methodologies. #Facilities: 1. Seminar and Workshops: Arranged</p>

various workshops, seminars relevant to various vocational fields. 2. Classrooms: Ensure classrooms are equipped with audio-visual aids and smart technology to facilitate interactive learning.

#Programs and Courses

1. Vocational Courses: Develop Vocational courses that combine classroom learning with practical training.

2. Value-Added Courses: Offer industry-specific value-added courses, taught by professionals to supplement the SPPU curriculum.

#Related Paperwork

1. MOUs with Industries: Maintain and establish new Memorandums of Understanding (MOUs) with various industries for training and internship opportunities.

2. Documentation: Ensure proper documentation of student progress, internship reports, and feedback from industry partners.

#Industry Collaboration

1. Training and Internships: Utilize MOUs with industries to provide students with hands-on training and internships, helping them acquire the expertise needed by businesses.

2. Guest Lectures: Regularly invite industry professionals to conduct guest lectures and workshops, providing students with insights into current industry practices.

Focus on Integrated Knowledge Acquisition and Human Skill Improvement

1. Experience-Based Learning: Incorporate internships, apprenticeships, and project-based learning into the curriculum to help students connect academic theory with real-world applications.

2. Soft Skills Development: Offer workshops on communication, teamwork, and problem-solving skills to prepare students for the professional environment.

#Implementation of Value-Added Courses

1. Market-Driven Curriculum: Design value-added courses based on current market demands and student interests, ensuring they go beyond the regular curriculum.

2. Industry Experts as Instructors: Engage industry professionals to teach these courses, providing students with up-to-date knowledge and practical skills. By focusing on these areas, your institute can effectively support vocational education under the NEP 2020, ensuring that students are well-prepared for the workforce with the necessary skills and knowledge.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

The cultural values embedded in Marathi literary works are deeply cherished, leading to the celebration of Marathi Bhasha Din. Observed on 27th February, this day is dedicated to promoting the preservation

	<p>and protection of the Marathi language. During Marathi Bhasha Din, students engage in various activities such as delivering speeches, and reading poems and articles in Marathi. In addition to this, the affiliating University has incorporated various courses into its curriculum. These courses include Professional Ethics and Human Values, Human Rights, the Constitution of India, and the Essence of Indian Traditional Knowledge. This initiative is a step towards inculcating constitutional obligations among students. Furthermore, we celebrate National Constitution Day on 26th November every year. On this day, we take an oath to abide by constitutional norms. It is a moment for both students and staff members to reflect on their rights and duties as citizens, thereby fostering a deeper understanding and commitment to the principles enshrined in the Constitution of India.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Savitribai Phule Pune University offers MBA programs designed as outcome-based education (OBE). These programs adhere to the university's guidelines on Graduate Attributes (GA), Program Outcomes (PO), Program-Specific Outcomes (PSO), and Course Outcomes (CO). The courses focus on cognitive abilities such as Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. In addition to domain-specific skills, the learning outcomes emphasize social responsiveness, ethics, and entrepreneurial skills, enabling students to contribute proactively to the nation's economic, environmental, and social well-being.</p>
<p>6. Distance education/online education:</p>	<p>Our institute conducted online classes during the Covid -19 pandemic. We know that educational institutions in the country have become increasingly involved in using digital platforms for engaging in lessons and conducting conferences and meetings. We use media like Zoom Meet and Google Meet for online courses and webinars.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes</p>
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<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>1. Voter registration rally's in nearby villages. 2. We are going to celebrate Voter day in institute for ethical voting oath. 3. Seminar / workshop are arranged for students for their voter registration.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The institute had organized the street play about voter awareness at various locations in and around the college area to promote voter awareness also The ELC has taken socially relevant initiatives for electoral-related issues, especially awareness drives.</p> <ul style="list-style-type: none"> • Graduate Constituency voter awareness & registration drive conducted on the college campus. • Teachers Constituency voter awareness & registration drive conducted in college. • To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable, and ethical manner • To develop a culture of electoral participation, maximize informed and ethical voting, and follow the principles 'Every vote counts' and 'No Voter to be Left Behind.'
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Ours is a management institute the average age of students is above 21 yrs, so all the students are eligible and enrolled as voters. We conduct street play programs which create awareness regarding electoral procedures. We celebrate National Voters Day on 25th Jan every year.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
230	239	231	202	178
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 19

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	10	12	13

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
49.62	110.0	134.4	83.7	47.1

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institution ensures effective curriculum delivery through a well-planned and documented process through structured committees. Curriculum and academic calendar are designed and published by the Savitribai Phule Pune University. Before commencement of each semester, director calls meeting with staff and finalize the academic calendar considering the institute events. Institute prepare their academic calendar incorporating various activities such as industrial visits, Guest lectures, Value addition courses, workshops, seminar, conferences, etc. Subject allocation of faculty is done as per specialization and their choice. Subject distribution is planned well in advance for proper academic implementation. Master time table and individual faculty time tables are prepared, preserved and displayed with prior approval of Academic Coordinator and Director. Teaching plans are prepared by faculty of the respective subject allotted before commencement of semester considering academic calendar and time table. Faculty maintain course file which contain following information: Academic calendar, individual time table, syllabus, teaching notes, CO-PO-PSO Mapping, assignment, Case study, MCQ test, ppt and university question papers, etc. Academic monitoring committee regularly monitors classes and takes a review of teaching learning process. Report of syllabus coverage, monthly class attendance and test marks are submitted to Academics Director, Director at the end of every semester by Academic Coordinator. Institute library is having ample number of reference books, text books, e- books, e-journals to cope up with recent trends and demand of industry. E-learning facilities are provided to all the faculty members of the institute which help them in effective teaching. Syllabus completion, monthly class attendance and test marks are conveyed to students and communicated to parents. Faculty are advised to attend FDP's for higher learning enhancement. For the students hands on training and workshop are conducted for effective teaching learning. Students are motivated for industrial visit, internship, hands on practice and internship project to gain experiential learning. Academic progress, grievances, feedback from stakeholders are taken and conveyed to Director for strengthening curriculum delivery and overall improvement. Faculty members participate at various committees of the university such as Board of Studies, subject chairmen, paper setter, Paper Assessment, external examiners, etc. Based on result analysis and attainment of CO, PO and PSO corrective action are suggested and implement in subsequent academic year.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1	
Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)	
Response: 18	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files	
1	View Document

1.2.2				
<i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i>				
Response: 49.91				
1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years				
2022-23	2021-22	2020-21	2019-20	2018-19
161	105	00	100	173
File Description	Document			
Institutional data in the prescribed format	View Document			

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute is affiliated to Savitribai Phule Pune University, and these incorporates cross-cutting issues concerning gender, the environment and sustainability, human values, and professional ethics into its educational programs by offering a range of courses on topics like environmental sustainability, Indian ethos and business ethics, soft skills, energy audit management, human rights, smart cities, and water management for the aim of allowing students to develop the best ethical traits possible for benefit of society.

Gender issues:

- The institution implements equal opportunity policy and forms several committees to promote the significance of gender equality.
- All students (boys and girls) are given equal access to admissions, training programs, sports, and extracurricular activities.
- Project work, group talks, and paper presentations are just a few of the co-curricular and extracurricular activities that both boys and girls take part in equally.
- Students are equally encouraged to participate in annual social gathering and various sports activities for social awareness and Human Values.
- There is a student association in institute where all students have the same opportunities. The institution set up the Women Grievance Cell (WGC) to handle complaints from female students.
- The institution plans workshops and professional talks to address issues like gender inequity, child abuse, and sexual harassment.

Human Values:

- The curriculum includes lessons on the human values, honesty, sacrifice, dedication, teamwork, and relationship. This raises awareness of social obligations.
- Institute organizes different activities to understand social problems faced by villagers and try to find out solutions.
- Student involvement in various initiatives like blood donation drives and the Swachh Bharat Abhiyan helps to raise awareness of human values.
- Yoga and meditation exercises organized by institution to enhance self-awareness, focus, and stress management.

Environment and Sustainability:

- Some foundational courses, such as Corporate Social Responsibility & Sustainability, Rural Immersion Project like these various environmental issues are covered in courses.
- For environmental awareness, Institute sponsors tree planting on campus. The institute's

infrastructure encourages the use of natural light. On campus, using LED and CFL lighting is promoted and used. Displayed all display boards on energy efficiency in visible locations as well as construction of the whole campus uses the more sunlight and fresh air which helps for lessor consumption of energy.

Professional Ethics:

- The phrase "professional ethics" refers to norms of conduct for individuals, groups, and businesses. It emphasizes proper greetings, handshake protocol, meeting room protocol, and attire for work and social occasions.
- Some courses educate students on the value of ethics for social and professional etiquette, personality development for better employment prospects, and the development of leadership and interpersonal skills.
- To develop their professional ethics, students are encouraged to take part in a variety of activities such as workshops, conferences, and seminars.

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

1.3.2

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

Response: 43.48

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

Response: 100

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 92

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	119	120	111	91

2.1.1.2 Number of sanctioned seats year wise during last five years

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

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document

2.1.2

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

Response: 59.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	55	58	40	30

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

2022-23	2021-22	2020-21	2019-20	2018-19
72	72	85	85	88

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 20.91

2.3 Teaching- Learning Process

2.3.1

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

Response:

Student Centric Methods used by the Institute includes the following:

- **Experiential learning**

Through case studies, presentations, internships, industrial visits and field work experiential learning is carried out in the curriculum.

a) Industrial visits-

Industrial visits are planned to improve industry ties and promote hands-on education. Institute arranges at least one industrial tour per semester so that students can learn about Industry procedures, production methods, tools and machines.

b) summer Internships and project based Learning in the Industry-

Practical methods are used as project work is integral to the curriculum. Students get hands-on training while working in the company. Students work on projects using the recent technology and present their technical skills.

c) Fieldwork for Various activities-

By participating in various field activities like the Clean and Green India campaign, the Save Water-Save Life campaign, tree planting drives, blood donation camps, Ajadi ka Amrut mahotsav rally and vaccination camps, supports experiential learning through social and environmental issues.

d) Case studies and presentation-

Numerous case studies pertaining to the subject chosen by the students are used to assist final year projects. A group of students is given a topic relating to the curriculum to prepare and deliver a presentation in order to develop their presentation skills.

- **Participative learning**

Participative Learning is adopted by the institute to encourage students to participate in the learning process, to build confidence and practice their skills. Students learn from each other's ideas & experiences. The Institute adopts methods for participative learning, like – Group Discussions, Presentations, Team Building Exercises, Management Games, and Participation in Institute Competitions.

The following activities include Participative Learning:- The students participate in various co-curricular activities which support the teaching-learning process, like, Induction Programs, Expert Sessions, Personality Development Programs, Workshops, and Seminars etc. Moreover, the students are actively organizing these activities, enriching their experiences. For example, the induction program comprises enjoyable activities like motivational Speeches, talent hunts, team-building activities, expert lectures, games and debates, campus orientation sessions, etc. Students participate in various extra-curricular activities organized by the Institute, like Cultural and Sports Activities. Furthermore, the students actively organize activities like SPANDAN MEX, Management Days, and Ganeshostav, which enrich their experiences. In addition to this students are encouraged to participate in Institute

Competitions. The students participate in various extension activities organized by the Institute, like Tree Plantation, Swachha Bharat Abhiyan, Gender Equality program, Vachan Katta, Yoga Day, etc. Students actively organize these social activities, making them responsible citizens.

- **Problem solving methodology**

Projects and case studies sensitize the students to the demands of the workplace and apply conceptual knowledge in practice and inculcate the critical thinking, creativity, and problemsolving abilities expected by the corporate world.

ICT-enabled tools for effective teaching and learning process

ICT-enabled tools such as PowerPoint presentations, video clippings, and online sources are used to give advanced knowledge and practical learning to the students to enhance the quality of teaching-learning. The classrooms, Seminar halls, and labs are ICT enabled. The campus is WI-FI enabled. The library provides e-resources like e-journals, databases, e-books, etc. The Institute has Language Lab for improving English communication skills. Students' Whatsapp groups are used to deliver academic content, notices, assignments, and notes.

File Description	Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

<p>2.4.1</p> <p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>Response: 87.69</p>
--

<p>2.4.1.1 Number of sanctioned posts year wise during the last five years</p>				
2022-23	2021-22	2020-21	2019-20	2018-19
13	13	13	13	13

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

<p>2.4.2</p>

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

Response: 31.58

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

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

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Evaluation plays a crucial role in the educational process, enhancing the understanding of a student's knowledge, skills, and future prospects. The educational journey at the institution is fortified through consistent, transparent, equitable, comprehensive, and efficient Evaluation methods. Institutions is affiliated with the SPPU are required to adhere to the university's standards.

- SPPU has well defined Program outcomes (PO), Course Outcomes (CO) for MBA programme that institute offers.
- PO and CO of the programme and courses are stated and communicated to the students through institute website, university website and displayed the institute notice board.

Mechanism of internal assessment

Continuous evaluations are conducted by the Institute in compliance with the University's guidelines.

During orientation, the academic coordinator informs the students about evaluation procedure. In case there are any modifications to the schedule, procedures, or methods, the students are informed through Whatsapp groups, notice boards, and in classroom talks by faculty. Students receive feedback from faculties on every aspect of the continuing assessment. Furthermore, in accordance with its own regulations, the University supervises the review of dissertations and summer projects. The CDC and University guidelines serve as the basis for determining the specifics of the continuous evaluation for internal assessments. The university's exam webpage receives the internal grades.

The mechanism for External assessment

Exams taken at universities are an essential part of the evaluation process. The exam schedule is posted on the university's website. Exam forms, fees, Admit Card, student summaries, and are all generated online as the university's examination system is conducted online. Distribution of question papers (QPD) takes place via the exam portal online. The university has offered helpline lines in case of technological challenges. The central assessment program (CAP) center receives the gathered answer sheets once the exam has been successfully completed. All collected marklist are gets masked, barocoded and then gets evaluated from various faculty members. The university releases the results 45 days after the exam.

The mechanism for internal examination grievances

The Chief Examiner (CEO) of the college adheres to the regulations. regulations for university exams that guarantee examination transparency and prevent complaints during an internal review. Students are evaluated concurrently according to the academic calendar's schedule. Internal marks are reviewed in class and are posted on the notice board following the review. Students can address any complaints in-depth with the course instructors. Faculty members who are worried try to offer a solution for the same. Students can meet with the Director if they are not happy with the resolution. The fact-finding to resolve the grievance will then be discussed by the Director and the exam committee. The committee's judgment is binding on everyone.

The mechanism for external examination grievances

If there is any discrepancy in the university results, students can seek printouts of their courses after they have been announced. To calm any concerns, the photocopy is shown to senior faculty or the head of department. If needed, they can then apply for reevaluation at the university. The results are released by the university after reevaluation.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institute adheres to all program and course outcomes specified by the Savitribai Phule Pune University (SPPU), which are made available to instructors and students via the institute website and displayed in prominent places throughout the institute.

- Savitribai Phule Pune University has well defined Program outcomes (PO), Course Outcomes (CO) for each course for the programme that institute offers.
- Program outcomes and course outcomes of the all the programmes and courses are stated and communicated to the students through institute website and displayed at respective departments of the institute.

The process of CO framing for all courses in all programs is discussed below:

The semester-by-semester syllabus for every course has been provided by SPPU. Institute adheres to the same. In the event that the university does not specify unit-wise COs, they are recognized as follows. Course Outcomes (COs) are described as the five to six planned learning outcomes for each course. The university's syllabus, which contains unit-by-unit course content, serves as the foundation for the creation of the CO statements. CO statements address appropriate Blooms Taxonomy (BT) levels by taking into account the necessary talents and skills that learners must develop. The COs are mapped with POs having correlation levels of

0-Not Mapping.

1-Low Mapping.

2-Medium Mapping.

3-High Mapping.

The CO-PO matrix gets generated after mapping the COs of each course with listed POs.

POs and COs are displayed for teachers and students at following institute premises:

Director Office, Notice Boards, Laibray, Course File and Institute web site.

Mechanism of Communication of Course Outcomes (COs):

Course Outcomes (COs) are communicated to the students through the following ways:

- COs are published through institute website <https://parikramabschool.com>
- COs are communicated and discussed with the students during teaching learning process at the beginning of the each semester.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Program outcomes (POs) and course outcomes (COs) based curricula for the Master of Business Administration (MBA) degree are available from Savitribai Phule Pune University. Each member of the faculty goes over the course outcomes (COs), which clearly outline the learning objectives and key themes. Students are informed about program and course outcomes by the notice board, conspicuous displays on the institute's website, and discussions by faculty members during the teaching and learning process. The curriculum takes the MBA programs to the next level by introducing performance-based learning through Outcome-Based Education. According to university guidelines, there needs to be a performer, the student or learner, something that can be done, and the focus should be on the performance rather than the task or activity that needs to be completed.

The process of evaluation is predicated on the intended course outcome. Internal Concurrent Evaluation and a separate university exam are used to evaluate each student.

Attainment of POs and COs is evaluated.

The Faculty of Management conducts internal evaluations in accordance with Savitribai Phule Pune University's rules. As a result, 50% of the students' evaluation is done internally this includes assignments, case studies, and multiple-choice questions and 50% is done externally by the institution. The course instructor determines the CO and PO attainment levels at the conclusion of the semester, along with the total internal marks.

Course attainment plan direct attainment

Course outcomes (COs) are measured by means of written home assignments, case studies, multiple-choice questions (MCQs), and external university examinations.

Course attainment plan-indirect attainment

For indirect assessment, we collect feedback about course outcomes and program outcomes from students through exit surveys.

Rubrics:-

Attainment levels of CO's through External University assessments		
Assessment Methods	Attainment Levels	
University Evaluation	Level 1	50% of students scoring more than 50% marks in university examination.
	Level 2	60% of students scoring more than

		50% marks in University examination.
	Level 3	70% of students scoring more than 50% marks in university examination.
Attainment levels of CO's through Internal assessments		
Assessment Methods	Attainment Levels	
Internal Assessment	Level 1	50% of students scoring more than 50% marks in internal assessment tools
	Level 2	60% of students scoring more than 50% marks in internal assessment tools
	Level 3	70% of students scoring more than 50% marks in internal assessment tools
Final PO and CO attainment= 50% of Direct attainment + 50% Indirect attainment		

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 87.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	86	79	76	63

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

2022-23	2021-22	2020-21	2019-20	2018-19
117	97	96	79	73

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.8</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institute has created a wide environment for innovation, research, and information transmission in order to support and encourage the creative ideas and entrepreneurial aspirations of its faculty, staff, and students. There are many cells, committees, and initiatives that make up this ecosystem.

1. Incubation Center: The Institute, in collaboration with Savitribai Phule Pune University, Pune, built an incubator to support the development of innovative ideas from instructors and students. This center provides resources, guidance, and coaching to help turn ideas into successful ventures.

2. Research and Development (R&D) Cell: The organization has a special R&D cell that works to support R&D initiatives. The cell is made up of academicians, industry professionals, and senior faculty members who organize, oversee, and manage the institute's research projects.

3. Recognition for Research Work: Faculty members who complete their Ph.D.s are recognized and

appreciated by the institution. Faculty members are encouraged to actively participate in research projects and add to the institution's body of knowledge by receiving this honor.

4. Raising Faculty and Student understanding of Intellectual Property Rights (IPR): The institution hosts seminars and events to raise faculty and student understanding of IPR. Consultants are consulted on IPR-related issues in order to inform and counsel the stakeholders. The faculty and students who file for patents are also assisted by the institute.

5. Workshops and Seminars: To give staff and students experience, the school hosts workshops and seminars. These gatherings provide attendees with the opportunity to learn from specialists on a range of subjects pertaining to entrepreneurship, innovation, and research.

6. Research Work: All professors assist students in completing high-caliber projects and dissertations throughout their internships. Additionally, students are encouraged to actively participate in SIP presentation competitions.

The institution has created an Entrepreneurship Development (ED) Cell to encourage student entrepreneurship in addition to the aforementioned efforts. The cell helps students who want to launch their own businesses by offering advice, support, and training. In order to give students exposure to entrepreneurial experiences and industry insights, it arranges expert lectures, seminars, workshops, and industrial visits.

The ED cell's goal is to foster creativity among students and assist them in creating project reports that are both technically and financially realistic. In order to motivate and prepare the teaching staff to foster an entrepreneurial spirit in pupils, the cell also focuses on faculty development activities.

The institute has executed Memorandums of Understanding (MoUs) with regional businesses and foreign universities, giving students and faculty members the chance to network with business leaders, academicians, and researchers who can support them in advancing their inventions through collaborative efforts. This aids in skill development and comprehension of knowledge transfer from lab to pilot scale. In order to teach students the fundamentals of instrument handling, the institute also supports their research projects and internships in a variety of industries.

File Description	Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 10

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

<p>3.3.1</p> <p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>Response: 0.89</p>

<p>3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>7</td> <td>5</td> <td>3</td> <td>2</td> <td>0</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	7	5	3	2	0
2022-23	2021-22	2020-21	2019-20	2018-19						
7	5	3	2	0						

File Description	Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

<p>3.3.2</p> <p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>Response: 0.26</p>

<p>3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in</p>
--

national/ international conference proceedings year wise during last five years

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

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

As members of society, we must acknowledge that there are issues and opportunities for development in our community. These societal issues and future possibilities are the reality of society, and it is our duty to confront them in order to improve society.

In accordance with vision and mission, the institute pays particular attention to how different extension activities affect its staff, students, and the local community. The institute is committed to giving back to the communities where we work and live. Our dedication to acting in a technically and socially responsible manner is firmly reflected in the different social and technical activities, events, and programs that the Institute organized. Various social activities are carried out in the following ways:

- **Matdar Janjagruti Abhiyan:** This initiative aims to enlighten voters about the significance of casting a ballot for a qualified and deserving candidate in a democratic nation like India. It also makes sure that voters are aware of their rights as citizens and make responsible, informed use of those rights. In the nearby village, the HSBPVT GOI Faculty of Management hosts the matdar janjagruti abhiyan.
- **Blood Donation Camp:** On September 9th, the institute hosts a blood donation camp annually in honor of Founders Day.
- **Awareness Rally on Save Trees and save water:** Students from the HSBPVT GOI Faculty of Management enthusiastically took part in the rally at Kashti Village to raise awareness of the importance of planting trees and conserving water.

- **Swachhata Abhiyan:** In keeping with the Honorable Prime Minister of India's Swachh Bharat mission, which was introduced on October 2, 2014, HSBPVT GOI Faculty of Management initiated Swachhata Abhiyan on college campuses and in nearby villages such as Hiradgaon, Katha, etc. with the goal of enhancing the standard of living in rural areas by means of cleanliness and personal hygiene.
- **Beti Bachao Beti Padhao Awareness Rally :** The HSBPVT GOI Faculty of Management students enthusiastically participated in the Beti Bachao Beti Padhao Awareness Rally in Kashti Village to raise awareness about guaranteeing the survival and safety of the girl child.
- **Awareness Rally on Vyasana Mukti:** The institute arranges a rally at Sangavi Dumala village to raise youth knowledge of Vyasana/Nasha and its effects on their health.
- **Aadhar PAN Linking Abhiyan:** To create awareness about Aadhar Card, PAN card and its linkage HSBPVT GOI Faculty of Management organizes Aadhar PAN linking program in neighborhood village.

Institute has conducted various social activities like Covid-19 awareness program in neighborhood community to create social awareness and Preventive measures against COVID-19 infection. Youth Leadership and Personality Development Training, Business and Career Guidance in the neighborhood villages. Social activity enhances the knowledge of student in the field such as time management, project management, marketing skills, event management, communication skill etc.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

HSBPVT's, GOI, Faculty of Management is very actively engage in various activities for students as well as for society like Swachh Bharat Abhiyan, Matdar Janjagruti Abhiyan, Blood Donation Camp, etc. These efforts were appreciated by the Sarpanch of Gram Panchayats in Ahmednagar district. These recognitions are a testament to the institute's commitment for making a positive impact on the community and its dedication to social responsibility.

Institute Honored by Appreciation with Certificate from respective Government bodies for various Social Activities like:

- Awareness Rally on Beti Bachao Beti Padhao, Save Trees and save water, Vyasana Mukti, Andhshradha Nirmoolan Abhiyan in the neighborhood villages.
- Awareness Programs like Swachhata Abhiyan, Matdar Janjagruti Abhiyan and Aadhar PAN Linking Abhiyan in the neighborhood villages.
- The college had taken an initiative to organize workshop on Women Harassment, Youth Leadership and Personality Development Training, Business and Career Guidance in the

neighborhood villages.

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

3.4.3

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

Response: 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	11	7	6	6

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 17

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

HSBPVT's GOI Faculty of Management has the mandatory infrastructure required for effective teaching learning processes, co-curricular and extra-curricular activities to fulfill the norms laid by the AICTE, DTE, and SPPU. The available facilities are enhanced by addressing the needs of students and faculty members to support academic, research and development activities in the campus. The campus is spread over a 22.5 acre of area.

1. Teaching Learning Facilities:-

- **Class Rooms:** Eight Classrooms and one Computer Centre, two computer labs are available with well-ventilation. The Institute has provided classrooms with I.C.T. facilities for efficient teaching and learning.
- **Tutorial Rooms:** Two tutorial rooms for M.B.A. as per norms are available.
- **Seminar Halls:** The Institute has one seminar halls of 132 sqm with audio-visual facilities for conducting expert sessions, online conferences, seminars, and workshops.
- **Laboratory:** The Institute has well-equipped language laboratory with "EWL (English Wordwarth –Language Lab)" software.

1. ICT facilities:-

The Institute has 120 computers with internet network facilities and number of machines are powered by UPS and housed in a single server room. The computer center is used to administer a variety of competitive exams. There are eight printers and five LCD projectors & two photocopiers. Wi-Fi Facility is provided to the students at reading hall and computer lab. The institute is having 155 Mbps leased line internet connectivity.

1. **Enterprise Resource Planning (ERP):** is used for effective academic and administrative planning and execution.
2. **Learning Management System:** Books circulation is carried through Autolib software, as per the policy two books are issued for 7 days. Ebooks, Knowledge Gainer, NPTEL Videos & CDs. is available for students and staffs.
3. **Cultural Activities:-**

Auditorium and seminar halls are available for conducting cultural activities. Students are encouraged to participate in competitions such as solo and group dance, singing, skits, quiz, personality contests, etc. The mega cultural event "UDDAN" is organized every year.

1.Sports:-

Sports like Yoga, Cricket, Volleyball, Chess, Table Tennis, Gymnasium, etc. is encouraged to develop sport skills for overall development. Open Gymnasium is available on playground to the students.

Other Facilities:-

- A well-established library with a wide selection of textbooks, reference books, e-books that can accommodate 150 students in the reading area.
- Both students and staff have access to water coolers with RO systems that produce 1000 Liter/hr. of water.
- Generator set with capacities of 125 KVA was used to supply the electricity backup facility.
- All campus activities are easily visible for the protection of both students and staff with the aid of CCTV.

File Description	Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 9.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.06	24.57	0.43	9.91	2.1

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

HSBPVT's, GOI central library is considered the institution's heart and treasure house of Knowledge. The library is situated on the ground floor of the Premises. The library has a 512.20 sq.mt area, which includes the Reading Room, Reference Section, Text Book Section, and Digital Library. Our library consists of safety features like CCTV surveillance facility, fire extinguisher, first aid kits, etc. The reading hall Capacity is 150 students at a time. Faculty of Management has a collection of 3754 books comprised of Text and reference books in physical forms and the number increases every year and 11300 e-books are also subscribed. This facility can be accessed by students through the library desk as well as in the computer lab.

HSBPVT's, GOI central library also holds a collection of 'General Reading Books' which include Self Help, Motivation, Leadership, General Management, Competitive examinations, and books required for placement-related activities are provided as well. For student references institute also keeps a record of previous years' Question Papers.

The collection includes the books of renowned authors such as C.R. Kothari, Philip Kotler, Stephen N. Robbins, etc.

The library consists of the renowned facility of AutoLib NG for accessioning, issue, returns, data production, and stock verification. The institute has an automated Integrated Library Management System (ILMS). The library's motto is to provide books to every reader and increase the habit of reading in every student of the Faculty of Management.

The institute's library provides the following services:

- **Computer facility:** To get access to different e-resources the institute library has sufficient computer systems. By using this computer facility students gets the use of e-books, e-journals,

JGET, DELNET, etc.

- **Open access to students:** The library circulation section is open for students so that students can search for their needy books by themselves only.
- **Reprographic Service:** To get photocopying and scanning of books a separate Xerox machine, printer, and scanner is made available in the library.
- **AutoLib NG:** The Library has fully integrated, user-friendly, versatile, cost-effective tools like AutoLib which makes the library more digital. This system regularly monitors student's entry into the library.
- **ERP facility:** The institute has having ERP facility that is used to get student ID cards from this software.

As per the rules of HSBPVT's, GOI Central Library, two books can be issued for each student for seven days as per book availability. The staff who work in the library always motivates and encourages students and other staff to join the National Digital Library which is a national network of knowledge.

File Description	Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Institute is committed to providing state-of-the-art IT infrastructure and services. With the growth of users, IT services and increasing internet bandwidth demand, the institution has scaled up the switching capabilities and implemented latest managed through optical fibre cables and Wi-Fi access. The upgradation of computer systems is taken up on periodically. The printers and scanners are also upgraded with new additions to the laboratories, office, library and departments. The college annually purchases/upgrades and replaces or adds a fleet of computers, hardware's, etc as per the requirements. The IT infrastructure is continually upgraded.

In recent years, HSBPVT's GOI FOM purchased CPUs with updated hardware configuration that include processors like i5 8th generation, Solid State Drives (SSD), improved graphics cards.

Classrooms have been equipped with LCD projectors supported by Wi-Fi/smart classroom facilities. In addition to this, institute uses smart digital boards and application to ease the teaching learning process. The institute building is under observation by smart CCTV cameras monitored at the central/ admin level. Institute usually utilises IP CCTV cameras.

HSBPVT's GOI FOM has provided a computer centre for student activities and learning during extra academic activities. Internet facility available through TATA Teleservices Pvt. Ltd. dedicated leased-line service with contention ration of 1:1. The bandwidth of the internet connection is 155 Mbps and is upgraded based on the requirement to provide quality internet connectivity. The computer centre has a UPS backup system for all computers. It helps making the learning process more flexible and effective. WiFi facility is given for students and faculties controlled by central controller device. The effective use of open-source software is encouraged as per the guidelines given in the SPPU curriculum. HSBPVT's GOI FOM has various networking devices like Servers, Routers provided by D Link, Cisco Gigabit Ethernet switches, etc. The conventional network connectivity is replaced with Optical fibre as per requirements.

It is a practice of institute to utilize smart security appliances, the entrance gates are equipped with AI based face detection system along with automated swing gates, full height turnstiles gate and P gate.

Access to Microsoft Office 365 is available for faculties and students through which they can have access to recent Microsoft products, teams, email, cloud etc. Students can access digital library. Management Information System (MIS/ERP) being used for students and faculties. The college has well established language laboratory to enhance communication skills of students.

The Institution always procures high-end performance systems and servers to adhere to new dynamics of the market, promoting the faculty and students towards research and development in various fields of technology as and when require.

File Description	Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 1.92

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

Response: 120

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

4.4 Maintenance of Campus Infrastructure

<p>4.4.1</p> <p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>Response: 27.49</p>														
<p>4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>7.94</td> <td>43.19</td> <td>30.48</td> <td>30.02</td> <td>5.14</td> </tr> </tbody> </table>					2022-23	2021-22	2020-21	2019-20	2018-19	7.94	43.19	30.48	30.02	5.14
2022-23	2021-22	2020-21	2019-20	2018-19										
7.94	43.19	30.48	30.02	5.14										
File Description	Document													
Institutional data in the prescribed format	View Document													
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document													
Provide Links for any other relevant document to support the claim (if any)	View Document													

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 81.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	160	115

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 74.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
194	133	0	201	280

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 33.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	14	12	46	44

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

2022-23	2021-22	2020-21	2019-20	2018-19
117	97	96	79	73

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

5.2.2

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

Response: 2.29

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 14

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

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

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

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 9.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	10	8	12	10

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

5.4 Alumni Engagement

5.4.1

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

Response:

HSBPVT'S, Faculty of Management have registered Alumni Association, under Charity Commissioner of Maharashtra, office of Ahmednagar District, vide registration No: **Maharashtra 371/2019 Ahmednagar** on **23/05/2019**. The Name of Association is **Parikrama Institute of Management Majji Vidyarthi Association, Kashti, Tal- Shrigonda, Dist- Ahmednagar**. Alumni Association is having the base of 13 pass out Batches.

The main aim of the Alumni Association is to provide a good and strong bridge for the students, faculty and the institute for mutual benefit and coordination as well as cooperation.

The role and objectives of alumni association are:

1. To aware the current institute students about the benefit of the alumni association.
2. To arrange the alumni meet.
3. To help the institute students for training and project work in the industry.
4. To guide the institute students for preparation of interview, entrepreneurship development as well as soft skill development.
5. To inform the alumni students about the regular events that are conducting by the institutes.
6. To promote a lifelong relation and to act as a forum for the exchange of information among its members.
7. To exchange professional knowledge, organize Seminars, Induction Programs, Guest Lectures, Workshops, Technical conferences & Training Courses.
8. To create interest and motivate the alumni to participate in the progress of the institute and make them contribute towards the enhancement.
9. To hold and organize periodical alumni meetings in the premises of the Institute or at any other common place.
10. To generate resources and funds through membership or subscription fee to carry out the objective of the Association.
11. All the income earned through the membership or subscription fee of the Alumni Association shall be solely utilized and applied towards the promotion of its aim and objectives only.

Many of our alumni were now in prominent positions in various sectors like, production, quality assurance, Finance, Human Resource, quality control, Marketing, regulatory affairs, data management, etc. Some alumni are in faculty position in various reputed institutes. Few alumni are appointed as faculty members of our institute. HSBPVT's, GOI, Faculty of management has established alumni WhatsApp group for regular interactions and to know the information about job openings, achievements, current trends in management.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The vision and mission of the institute are reflected in its efficient governance. Every method has been designed with the goal of integrating the vision and mission into day-to-day activities while taking NEP 2020 implementation into account.

Vision:

To provide opportunities for students to become able professionals and entrepreneurs for socio-economic upliftment of rural India.

Mision:

1. Providing opportunities for students by encouraging them for professional education.
2. Creating self-disciplined, mentally robust and morally strong professionals.
3. To serve the needs of industry and society in general and rural area in particular by imparting Knowledge and Skills.

<https://www.parikramabschool.com/about-2/>

The Director and all other staff members, both teaching and non-teaching, are systematically involved in managing the institution's operations and tasks in a planned and methodical manner. When it comes to developing policies, constructing infrastructure, and forging different partnerships and alliances for effective governance that ultimately maintain institutional growth.

The College Development Committees (CDC) and Governing Body (GB) are responsible for important decision-making. In accordance with SPPU/UGC/AICTE guidelines, these committees are composed of representatives from the industry, the Director, faculty, non-teaching staff, AICTE, DTE, and SPPU nominations.

- The management encourages accountability delegation and problem-solving involvement.
- The Director and academic coordinator draft the academic calendar based on SPPU guideline and suggestions from the faculties and seeks submission of the academic plans.
- The Director is part of the decentralized administration of institute. At the start of each semester, the academic coorodinator distribute workload to the faculties.

- Academic coordinator have a critical role in assisting faculty members in achieving excellent teaching and learning. In collaboration with the faculty, and IQAC, proposals and ideas are provided about the planning of different student events, including conferences, seminars, industrial visits, and guest lecturers.
- To make sure that planned academic and research activities are carried out, department meetings are held on a regular basis.
- There are numerous committees including the GB, CDC, IQAC, Institutional Examination Committee, TP and ED cell, Research and Development Cell, Institutional Innovation Cell, Women Grievance Redressal Cell, Alumni Committee, Anti-ragging Committee etc. are proactive in carrying out effective and participatory governance.
- The management of organization is enthusiastic about e-governance initiatives. It supports ongoing system development and enhancement. A vital factor in the development of institute is timely engagement with stakeholders.
- Informal meetings with the Director, all faculties and non-teaching personnel consider the issues that have been raised.
- The GOI Management of HSBPVTs is enthusiastic about e-governance which facilitates continuous system improvement and development.
- Timely involvement with stakeholders is essential to the development of the institute. Informal meetings with the Director, the faculty, and non-teaching staff take the issues mentioned into consideration.

Team of institute regularly take part in all events, and the hierarchy promotes an inclusive culture to build a feeling of community and efficient governance.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institute has a clearly defined organizational structure, overseen by the GB, for the implementation of the perspective plan. The institute created a prospective plan that was implemented to raise institutional infrastructure facilities to create maximum academic surroundings, facilities for co-curricular as well as extracurricular and sports activities, and an overall atmosphere for institutional development. It primarily emphasizes the qualitative and quantitative outcomes to be achieved by the institute in a structured and planned manner. Every stakeholder engaged in the institute's strategic planning, including co-curricular and extra-curricular activities.

According to the perspective plan, the institute will expand its academic offerings by adding a increase in intake capacity of the current program and also proposed to start new program under Faculty of Management is Master's in Computer Application (MCA). The goal of HSBPVT's GOI is to become an independent institute or institutes that will guarantee academic flexibility, introduce new courses, offer the SPPU syllabus in an efficient manner, and develop students' employability and talent.

The implementation of the prospective plan is carried out effectively and efficiently by institutional bodies such as the Alumni Committee, GB, CDC, IQAC, Institutional Examination Committee, TP and ED Cell, R and D Cell, Grievance Redressal Cell, and so on. The institute's hierarchical structure, which clearly defines the roles of stakeholders at each level, is developed from top management down. The GB collaborates with the institute's Director as well as other pertinent statutory authorities, such as the CDC and IQAC, in order to improve the organization and meet all of its goals. GB was established in accordance with AICTE criteria and standards with the aim of establishing the institute's vision and goal, as well as its strategic and educational growth.

The college development committee (CDC) and GB plays a crucial role in ensuring the correct application of specific academic and administrative regulations. These administrative organizations uphold the principles of participative management, which are evident in the institute's calibre, seamless operation, and sound financial standing. The Director oversees the institute's administrative structure, which is efficiently managed by its subsidiary institutional organizations and is responsible for carrying out all GB policies, service rules, and regulations in accordance with AICTE and SPPU standards. With varying degrees of decentralization for efficient and effective governance and the implementation of strategic or perspective plans, the Director, who oversees the entire operation, has executive authority to make decisions regarding academic, administrative, and financial activities.

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

6.2.2

Institution implements e-governance in its operations

1. Administration

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal:

The institute has launched a well-designed appraisal system in academic year 2020–21, for assessing the performance of teaching and non-teaching staff. Staff performance is evaluated annually by the distribution of performance appraisal forms, which consist of the Performance Appraisal Scheme (200 marks); Part A is to be completed by the staff member with the required documentation, and Part B is to be completed by the relevant HOD or Director.

The performance index of teaching faculty is determined by evaluating a number of factors, including teaching-learning methodologies, involvement in co-curricular and extracurricular activities, research contributions, student mentoring, and faculty contributions to institutional growth and excellence.

The following factors are taken into consideration while evaluating the non-teaching staff's performance: communication, attitude, dependability, regularity, performance on the job, and staff participation in administrative tasks. The teaching and non-teaching staff members are requested by the institute's administrative office to complete the performance appraisal form and attach any necessary documentation. After that, central administrative staff determines the staff performance index by assessing predetermined parameters. Additionally, it is sent to the Director for review and approval. After approval, the form is sent to management so that it can take the appropriate action.

Welfare measures:

The institute works to give both teaching and non-teaching workers good welfare measures. The following are the different welfare initiatives that the institute and management oversee:

- Staff accommodations are available on campus upon request.
- Every full-time employee is registered in the Employee Provident Funds (EPF) program.
- Every employee has access to Mediclaim insurance.
- The organization has clear policies for employee leave, including paid time off, maternity leave, medical leave, and casual leave.
- After five years of continuous employment, all employees are eligible for gratuities, which are paid in accordance with government regulations.
- The institute offers wage increases for unforeseen circumstances or emergencies.
- The employee's ward receives concession of the fees in accordance with management policy.
- A special immunization campaign was planned for employees amidst the COVID-19 pandemic.
- The institute gives its employees cars, meal expenses, and a traveling allowance for official work.
- The institution grants teaching staff OD leaves for work relating to SPPU examinations.

Avenues for career development:

The teachers can receive support for their professional development or advancement from the Institute, which also finances their attendance at seminars, workshops, conferences, FDPs, and programs enhancing their personalities and abilities. The institute supports faculty members financially with grants, consultancy projects, and publications in national and international journals that are indexed by Scopus, Web of Science, and UGC Care List. Institution supporting faculty members' PhD research. Faculty members earned their salaries with rapid revisions upon completion of their PhDs in accordance with management policy.

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

6.3.2

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

Response: 10.53

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

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

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

6.3.3

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

Response: 13.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	02	1	02	01

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	06	00	00	06

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

For any self-financed organization, mobilizing resources and putting them to the greatest possible use must be their first focus. The GOI Faculty of Management at HSBPVT is a privately funded institution whose primary source of funding is tuition fees. Over 75% of students in a rural area are from economically challenged backgrounds and mostly depend on state government scholarships given through DBT. All academic heads and coordinators of various committees, such as the research committee, the library advisory committee (for book purchases), the placement cell, the costs of maintenance and repairs, software and internet fees, stationary equipment, furniture, and fixtures, the sports and cultural committee, etc., will submit their budget requirements for the upcoming academic year. Furthermore, the organization requests funding from the SPPU for research endeavours, equipment purchases, and extracurricular activities that align with the social out rich program and student welfare initiatives. The organization is committed to maintaining integrity in all financial transactions and follows the standards of behaviour for financial mobilization. The institute has adequate funding to meet ongoing expenses and upholds a sound budgeting system. Also the funds are raised for various research activities conducted for non-government agencies, etc., the college appropriately mobilizes these funds.

The Director gives orders to all academic and administrative departments to turn in their departmental requirements and budgets before the new fiscal year starts. The respective department heads confer with other faculty members and the technical staff before finalizing their department's requirements and submitting the proposals to the director. The Director gives instructions to the store manager, college exam officer, and library regarding the creation of requirements and budgets. The Director consults with HODs and the store manager to finalize the requirements and budget, which are then submitted to the Governing Body and the College Development Committee for final approval.

Every year, the inventory that is utilized to ascertain the demands and budget for the forthcoming

academic year is examined by carrying out every item of stock confirmation and library book verification at the proper level. Every year at the end of the fiscal year, the institute undergoes internal and external audits conducted by certified professionals with management approval. A team of workers works under their direction to carefully check and validate every voucher for every transaction that is completed. At the end of the fiscal year, the external auditor conducts a statutory audit, and an accounting record is made in accordance with the results. The balance sheet, income statement, and expenditure statement that are listed in the books of accounts are sent to the auditor. The auditor verifies that the amounts, financial statement disclosures, accounting rules, and significant management estimates are substantiated. The final audit report is completed and sent to the company.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell, or IQAC, was established in accordance with NAAC regulations to carry out the institution's mission and goal. IQAC gathers and assesses inputs from all stakeholders via a feedback process. The IQAC meets to discuss the quality improvement initiatives in the several areas that the institute plans to pursue in response to recommendations and comments. The committee responsible for education and administration ensures high standards in several areas, such as student and faculty training, academic planning, behaviour, and exams. The outcomes of the measures taken will be evaluated at the next meeting.

The role of IQAC:

1. Research, administration, and academic outcomes that are timely, efficient, and enhanced.
2. Promote an academic atmosphere that upholds the institution's strict guidelines for instruction, research, and learning.
3. Blending learning and teaching methods from the past and present.
4. Getting feedback on organizational procedures related to quality from all relevant parties and assessing it.
5. Encourage higher education to be innovative, independent, accountable, and self-evaluative.
6. Collaborating with other interested parties to assess, advance, and maintain the caliber of higher education.

The institute has a plan in place for both the advancement of the activities and the teaching of students about the process of learning. The IQAC meets twice a year to go over all of the scheduled activities. Under the guidance of IQAC, the program committee strives for timely and efficient teaching-learning activities. Every topic teacher produces a course file specifically for that subject. A course file is an expertly arranged collection of all information pertinent to the subject's academic procedures. It has a timetable, a to-do list, notes, a mapping of the subject's CO and PO, a question bank, a list of questions appropriate. As part of the process for evaluating education based on outcomes, the institute established an examination committee to supervise and conduct the examination. Following internal and external exams, the institute serves the learning needs of all types of pupils, including advanced and slow learners. A seminar is held for slow learners with the goal of inspiring and rehabilitating them into students. In an emergency, such slow learners receive additional instruction. Putting together original events motivates advanced students. Arranging conferences, seminars, and guest lectures to improve performance and personality. Poster presentations, tests, interviews, workshops, industry training, hospital visits, and other activities are examples of learning outside of the classroom. Participation in research is encouraged, as is presenting research at conferences, workshops, faculty development programs, etc.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Through extracurricular activities including workshops, seminars, guest lectures, counseling, etc., the institution promotes gender sensitization. Gender equality is practiced throughout the institution.

Safety and Social Security: To secure and safeguard women, the entire institute, including the hostel, is monitored by closed-circuit television around-the-clock. The security personnel are stationed at key points. Staff members are permitted to enter the building with identity cards that are color coded for easy recognition. Students are permitted to enter the building as long as they have identification cards and adhere to the dress code. College students who live in hostel and adhere to rigorous policies such as biometric authentication, facial recognition attendance, punctuality, and the appointment of registrants and clerks to oversee their safety must abide by these laws and regulations. The college has strategically installed fire extinguishers as a general safety measure. Additionally, the institute has a zero-tolerance policy against ragging, and the committee against ragging complies with all applicable laws. Any instances of ragging are actively being monitored by a distinct anti-ragging squad and cell. Other organizations, such as the Student Grievance Redressal Cell and the Women Cell, work to safeguard the security and safety of the institute's employees and students. It organizes workshops to increase public awareness of issues affecting women. The Institute has a policy regarding maternity leave. Women are guaranteed protection thanks to the visitors' entry record, which is maintained at the college's main gate and tracks everyone who comes in and goes out.

Common Rooms: During the lunch and leisure hours, distinct spaces for boys' and girls' common rooms are available at different places inside the institute. Water for drinking, a mirror, a washbasin, and other amenities are available. A distinctive student common area is equipped with two mattresses, an emergency supply box, and other necessary items.

Any other pertinent data or additional institute initiatives:

On International Women's Day, the College celebrates the achievements of women and their contributions to society. Women's Day is celebrated annually, and inspirational speeches by notable female speakers are scheduled. The girl's hostel is special since it has a distinct study area in addition to computer rooms, gyms, outdoor games, etc. The institute has a number of operational committees, such as the Woman Empowerment Cell and the Internal Complaints Committee. To foster a sense of pride and patriotism among the students, the College observes Gandhi Jayanti, Independence Day, and Republic Day with great enthusiasm and passion. The College takes part in the International Day of Yoga to encourage healthy living among its students. In order to address important health issues and increase

public awareness of these health dangers, the College observes World AIDS Day, Cancer Day, and World No Tobacco Day.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

We, the Faculty of Management of the Hon. Shri Babanrao Pachpute Vichardhara Trust, Group of Institutions, believe that variety can bring people together. Our students respect various languages, cultures, and religions because of this. The Faculty of Management of the Hon. Shri Babanrao Pachpute Vichardhara Trust's Group of Institutions admits students of all racial, ethnic, sexual, religious, and caste backgrounds. FOM always plans religious and cultural events to promote harmony among the students.

The Faculty of Management organizes a number of activities for the development and betterment of students, including blood donation drives, tree planting campaigns, national voter day, and cultural events, etc.. The Institute celebrates National Constitution Day every year on November 26 and gives out oaths to the students. On this occasion, the institute hosts a guest lecture to educate students about their rights and our constitution. As part of its social enrichment programs the institute also hosts a blood donation camp to assist individuals in understanding their duties and fortifying their relationships. To honor them and recognize their contributions to society, the college routinely celebrates a number of Jayantis, including Babasaheb Ambedkar Jayanti and Savitribai Phule Jayanti. The student tree planting program is designed to raise awareness of environmental conservation both on and off campus. This activity fosters student relationships and emphasizes the value of unity.

To demonstrate the outstanding abilities of students in a variety of artistic media, the institute hosts an event known as UDDAN every year. During gathering week, the institute celebrates a number of cultural events. By encouraging students to understand core principles and concepts, the institute hopes to cultivate responsible, socially conscious individuals who can meaningfully contribute to society. These initiatives help the neighborhood and teach kids about the issues that people from different

socioeconomic backgrounds face. The Institutes promotes diversity in a number of ways, not just by holding events and activities. It has also planned distribution efforts for hand sanitizers and face masks in order to protect the safety and well-being of its employees and students throughout the COVID-19 pandemic.

In order to assist a female student from a rural area or other poor segment of society in developing her personality and sense of self-worth, the institute organise Nirbhaya Kanya Abhiyan. This initiative's main objective is to support women in developing their critical thinking and confidence. Health, social activities, and legislation are taught to the female students. The institute holds a number of sport events on National Sport Day. Republic Day and Independence Day hold great significance in Indian history as they commemorate the liberation of the country.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practices: - 01

1. Title of the Practice: Eco-friendly campus

2. Objectives of the Practice:

1. To maintain a green and clean campus environment.
2. To promote awareness of environmental issues among the students, staff and society.
3. To save the human being from the effect of environmental pollution.
4. To make the campus as pollution-free as possible.
5. Transformation of the campus into pollution free and environmentally friendly zone.
6. To support and implement “Swachh Bharat Abhiyan” for healthy India

3. The Context:

Today there is a great need for conservation of our nature. Because we are facing several environment problems. The main caused behind these problems is that human beings are consuming natural recourses at a much quicker pace than they can be replenished. Pollution is becoming very serious day by day due to deforestation and urbanization. As College is located in rain shadow region, it receives scanty rainfall. It was necessary to look forward to make efficient use of available water and other resources.

4. The Practice:

- ? The institute has developed beautiful campus with Lawns, Botanical Garden.
- ? Bore well recharge pits are constructed on the college campus for harvesting the rainwater.
- ? The institute is using renewable energy like solar energy.
- ? The institute has installed Solar Power Generation Plant of 1kWh.
- ? Energy efficient equipment like LED bulbs are installed in the college buildings to save electricity. Sensor based energy conserving methods are installed to reduce the wastage of electric power.
- ? The different varieties of plant species are planted at defined intervals in the campus with the help of stakeholders. During last five years, college has planted hundreds of plants and trees. Present green campus is the outcomes of our sincere efforts.
- ? Plants in the campus are watered without wasting the water.
- ? Rain Water harvesting system is in place to collect roof top water into the underground drainage.
- ? Students are provided safe and clean drinking water.
- ? Exhaust fan is installed in the workshop to expel hazardous gases.
- ? Dustbins for waste segregation are kept at different locations of HSBPVT's GOI FOM.

5. Evidence of Success:

- ? Water conservation methods employed are helping maintaining gardens and campus green and eco-friendly.
- ? Green audit, environmental audit and Energy audit of the campus is done periodically and regularly.
- ? Ban on plastic items has made college campus clean and beautiful.
- ? College is able to save a lot of money on electricity bills due above initiatives and is evidenced from the past electricity bills.
- ? Eco-campus strategies employed resulted in one of the beautiful and clean college in the vicinity. It has resulted in attracting more students.
- ? Through periodical tree plantations, which has turned into eco-friendly campus.
- ? The greenery in the campus has been promoted.

6. Problems Encountered and Resources Required:

? In summer season, we have to face lot of water scarcity. Hence in order to meet requirements we need to hire water tankers.

? Preservation and healthy growth of plants require a lot of human resource planning. Water shortage problem was overcome with drip irrigation.

? More number of labours / workers are required for the establishment and maintenance and retaining labours / workers of this category is challenging.

Best Practice:- 02

1. **Title of the Practice:-** "PARAS: Pioneering Actions for Rural and Abandoned Societies"

2. **Objectives of the Practice:-** As considering education is fundamental right of every citizen, the following objectives are intended to bring economically deprived/abominable community or society into the main streams,

- To provide inclusive environment for abominable society
- To arrange regular visit to the ashramshala/snehalaya to identify their necessities.
- To support society to solve various issues related to healthcare
- To provide training to ashramshala students for development of communication skills
- To engage community to create closer ties between institution of higher education and communities
- To make student aware of offence, crime and it's punishment

3. **The Context :-** Our institute is surrounded by rural area and hence various issues related to literacy, awareness on health, hygiene, water conservation, their fundamental rights and empowerment are the major challenges on which our institute have to work whenever it gets an opportunity. Therefore we have decided to identify nearby ashramshala/ snehalaya like "Mahamanav Baba Amate Samajik Vikas Sanstha, Shrigonda" and address their issues as mentioned above in order to bring them into main stream to uplift their socio-economic status.

4. **The Practice :-** Apart from the technical knowledge acquired with typical classroom and laboratories, we believe that strong will and potent force that drives once career is the sensitivity and conscious understanding of the basic objectives of education, health, hygiene for the service to society.

Therefore, to understand the importance, responsibility and their necessity as healthcare professional and individual citizen, our institute is organizing following activities,

1. **Health checkup camp:** Institute organizes regular health checkup camp to check Blood Pressure, HB, Diabetes etc. and provide them guidance to sustain good health.
2. **Career guidance program:** Our faculty provides guidance for advancement of career, opportunities after graduation, preparation for competitive examination etc.
3. **Tree Plantation:** Institute encourages the society to participate in tree plantation drive and creates awareness to save planet earth from global warming and pollution.
4. **Swaccha Bharat Abhiyan:** Institute promotes "Clean India Mission" as visioned by Indian Prime Minister.

5. Festive contribution: Institute share happiness of Indian festivals like Diwali with the society by giving them sweets, cloths and groceries etc.

6. Evidence of Success

5. Problems Encountered and Resources Required

- Low or non-education of the community or society makes them vulnerable to misbelief and antisocial practices like addiction, theft, dacoti etc.
- Due to the availability of poor or low-level health facilities to them, the prevention of diseases or maintainence of health will be the biggest challenge.
- Generation of the motivation to the local health care provider and public for contribution towards such community is difficult task.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

1. Student safety and Security:-

- Women security officers are deputed at campus who are well-trained and watchful.
- Advanced Digital Face Recognition Security Checkpoints at Campus Entrances and Exits.
- Widespread monitoring system with control centers that are supervised round-the-clock.
- Student and teacher-led nighttime patrols by the neighborhood community.
- School-based summer patrols.
- Anti-Ragging and anti-Smoking laws are strictly enforced
- Gender sensitivity and women's safety education efforts by way of social out rich program in the form of street plays, rallies, and camps.
- Dedicated wardens in separate hostels for men and women.
- Based on stakeholder feedback, it is clear that parents prefer to send their female wards to the Institute for education.

2) Common Rooms:-

Men's and women's common spaces have been designated in the institute, which also makes it easier to have meetings and have conversations.

3) Other Measures:-

Additional indicators of gender sensitization include: Coursework and the curriculum, extracurricular pursuits.

- **All-inclusive Campus and Policies for Overall Development of Students**

HSBPVT'S GOI Faculties of Management is associated with Savitribai Phule University of Pune. Not only is it regarded as one of the best universities in Maharashtra, but also in India and beyond. Admissions to the institute have come from all across the area. The institute's friendly campus and regulations that promote students' entire development are what make it special. The campus has every facility needed on a daily basis by the faculty and students, with the following specifics:

- **Academic Infrastructure:**

The Institute offers all the tools necessary to perform lectures and practical's in a variety of laboratories and bright classrooms. Classrooms with ICT capabilities make teaching and learning more successful and entertaining for the students. The institute values sustaining friendly relationships between faculty and students. Any disagreements or problems are swiftly investigated and fixed. For their overall growth, the Institute also encourages students to take part in co-curricular and extracurricular activities. The All Inclusive Campus adds to the total academic infrastructure by providing students with a pleasant and enjoyable stay. This enables the students to succeed in their chosen professional path, whether it be campus employment, entrepreneurship, competitive exams, or further education. Along with academic infrastructure, the following facilities support students on campus as they pursue their academic goals:

1. Excellent Hostel Facility There are separate hostels for boys and females that can accommodate a combined 500+ students. For the protection of female students, Girls' Hostels feature full security guards on duty around-the-clock and CCTV surveillance.

2. Central Library: The institute includes a distinctive Central Library that allows patrons to borrow books from other subject areas. The Library is available twenty-four hours a day and can accommodate 400 students at once. Alumni of the institute who are studying for competitive exams like the MPSC and UPSC are also given access to the library.

3. Mess and Cafeteria: Students have mess and canteen Facility available in college.

4 .Staff Quarters: Staff personnel may use the staff quarters as they become available. Many employees have resided in these accommodations for a considerable amount of time—more than 10 years.

5. Strong Training and Placement Cell: An established training and placement cell for the institute is run by the dean, the training and placement officer, and departmental faculty coordinators. Numerous MNCs and reputable businesses come to the school to recruit. Thus, the training and placement cell makes organizations with a solid reputation at the national and worldwide level available to the students for their internships and employability. The institute has a solid history of placing the most people over the course of many years.

6. MoUs with Industries: Institute have well functional Memorandum of Understanding (MoU) relationships with the business world. Through internships and industrial visits, students have the

opportunity to work on real-world tasks in the workplace thanks to these MoU.

- **Co-Curricular and Extra-Curricular Activities:**

The UDDAN is one of the distinction program organize every year for co-curricular and extracurricular activities. The Institute promotes student engagement in co-curricular and extracurricular activities, like as sport competitions held by universities level. The institute has the Students Council, which offers numerous groups for students, for the development of leadership and skills. The institute encourages its students to take part in extracurricular activities such competitions in drama, debate, elocution, oratory, and theatrical reading held by various organizations at the university, regional, state, and national levels. The institute's students have achieved success in all of the aforementioned activities for the institution became one of the reputable throughout the course of several year's institutions at the state and federal levels. The student's general development is aided by participation in such activities, which also prepare them for higher education and job placement as well as for the challenges of the working world.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Hon. Shri. Babanrao Pachpute Vichardhara Trust Group of Institutions, Faculty of Management was established in 2009 and one of its kind “Village for global welfare” at Kashti.

The Institute is located in the village of Kashti is an open pollution free, secure, safe and peaceful locality. The Institute is approved by AICTE, New Delhi, and Recognized by Directorate of Technical Education, Government of Maharashtra and affiliated to the Savitribai Phule Pune University (SPPU), Pune.

Concluding Remarks :

To summarize, our management institute serves as a symbol of academic distinction and civic duty. Our commitment to fostering awareness of our students to dedication and nurturing well-informed and responsible citizens. This comprehensive approach to education equips our students to excel in their professional endeavors while making positive contributions to society. As we persist in upholding these principles, our institute remains devoted to nurturing the future leaders.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : Answer After DVV Verification :18 Remark : Input edited as per supporting documents</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>194</td> <td>133</td> <td>14</td> <td>201</td> <td>253</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>161</td> <td>105</td> <td>00</td> <td>100</td> <td>173</td> </tr> </tbody> </table> <p>Remark : Input edited as per metric 1.2.1</p>	2022-23	2021-22	2020-21	2019-20	2018-19	194	133	14	201	253	2022-23	2021-22	2020-21	2019-20	2018-19	161	105	00	100	173
2022-23	2021-22	2020-21	2019-20	2018-19																	
194	133	14	201	253																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
161	105	00	100	173																	
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>75</td> <td>68</td> <td>42</td> <td>32</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>57</td> <td>55</td> <td>58</td> <td>40</td> <td>30</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year</p>	2022-23	2021-22	2020-21	2019-20	2018-19	70	75	68	42	32	2022-23	2021-22	2020-21	2019-20	2018-19	57	55	58	40	30
2022-23	2021-22	2020-21	2019-20	2018-19																	
70	75	68	42	32																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
57	55	58	40	30																	

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
72	72	84	84	88

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
72	72	85	85	88

3.1.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.94	0.30	0	0.20	4.52

Answer After DVV Verification :

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

Remark : Input edited as per supporting documents

3.3.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	15	8	7	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	5	3	2	0

Remark : Input edited as per supporting documents

3.3.2

Number of books and chapters in edited volumes/books published and papers published in

national/ international conference proceedings per teacher during last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	13	15	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	11	7	6	6

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8.13	32.55	27.35	20.53	2.1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.06	24.57	0.43	9.91	2.1

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support

facilities excluding salary component, during the last five years (INR in Lakhs)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36.12	72.74	44.28	40.18	18.66

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7.94	43.19	30.48	30.02	5.14

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
212	209	203	160	115

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	160	115

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	20	10	21	21

Answer After DVV Verification :

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

8	10	8	12	10
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6.3.2 **Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	0	4	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	09	11	15	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	02	1	02	01

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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2.Extended Profile Deviations

Extended Profile Deviations
No Deviations