



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

VIDYA PRATISHTHAN'S INSTITUTE OF INFORMATION TECHNOLOGY, BARAMATI

**VIDYA PRATISHTHANS INSTITUTE OF INFORMATION TECHNOLOGY,
VIDYANAGARI, BHIGWAN ROAD,
413133**

www.viitindia.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vidya Pratishthan's Institute of Information Technology (VIIT) was established in February 2000 at Baramati, District Pune, Maharashtra, India. The core objective is to cater to Rural Youth with an aim to provide quality professional education in the field of Information Technology and Management. From the year of establishment, the institute has proven itself to be one of the best IT Institutes conducting various Post Graduate Management Programmes.

VIIT offers management programmes like Master of Computer Application (MCA) and Master of Business Administration (MBA) affiliated to Savitribai Phule Pune University and recognized by All India Council for Technical Education (AICTE), New Delhi.

Institute was accredited by NAAC with "A" grade in March 2015.

Ever since inception it had broadly followed Vision and Mission which was reviewed and re-crafted to the set of words mentioned below:

Vision

"To be the lighthouse of academic excellence, by achieving a successful career in Entrepreneurship, business and research by imparting appropriate IT and managerial background, ensuring development of rural society through human values and work ethics."

Comment

-Vision statement's major focus is on career in **Entrepreneurship, business and research**. The objective embodied defines itself with **development of rural society**.

Mission

"To bring information technology and managerial skills to fulfil the aspirations of common man of rural India and ensure that IT is to improve quality of management education, Entrepreneurship, teaching-learning, research and out-reach services to serve the society and achieve growth of the economy."

Comment

-Mission statement identified itself with bringing **technology and management skills together**. **Common man of rural India** has been put on priority. Service to the society at large through effectively imparting education with major focus on entrepreneurship, teaching learning and out-reach activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institute has an ideal parent body who constantly help the institute consistently right from the day of inception of this institute. Furthermore, institute has excellent infrastructure and efficient non-teaching staff to cater to the needs of the students as well as all the stakeholders.

It follows from aforesaid that institute has very strong management support. It allows liberty to indulge in intensive extension activities.

The social background of the institute has great exposure to community development. Institute has community radio which indulges in community development activities.

Institute has sound financial background and being a technology driven institute, institute adequately uses smart learning tools for effective delivery of the curriculum and bring about overall development of the student.

Institutional Weakness

Teaching faculties of the institute involve themselves in affiliating university's funded research. However very few efforts could be possible to attract funding from other sources.

The Institute, however, faces certain limitations in the following areas of its operations. Those limitations are not necessarily overwhelming but need to be noted in the right perspective.

Students normally focus on academics and prefer to pass the qualifying exam successfully. It leaves very little margin for getting themselves placed while in campus. However these passed out students are getting good opportunities in the vicinity as well as district places.

Getting experienced & qualified faculty members is difficult. The students do come from wide geographical area. The transportation facility of the public transport itself is ample but it could be viewed that the institution does not provide such exclusive facility. Even in case of banking and postal facilities, it could be observed that the campus has a branch of a bank but the public sector bank ATMs and other facilities like post are available only in the radius of about one kilometre.

Institutional Opportunity

The above enumerates about the institutional activities carried out. However, the process of academic growth of the students is multi-layered. The students respond to various other external entities for which the institute has very little to contribute. The market trends fluctuates and hence right from admissions to passing of the master's degree, the process largely depends upon those fluctuations. This provides marred opportunities for institutions of technical education.

It has become increasingly possible for growing institutions to be autonomous. However there are pros and cons for such autonomy. Institute has great potential to contribute to economic development of region. It is possible to introduce more innovative programs. The efforts are also likely to generate resources through research and consultancy.

Institutional Challenge

Our institute, however, gets to have a student base who are eager-learners. Since, they come from underprivileged and deprived rural community, offer a bundle of opportunities for our institute's vision, mission and goals. There is a need for institute like ours to get ready for the challenges thrown by the happenings in the rural India.

The academic results are showing improving trends. Students to reach university ranking will require herculean efforts. It is indeed difficult to retain experienced and industry drawn faculties. Research is one of the major concerns and hence would require huge follow up and industry connect to achieve industry sponsorship for research activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Affiliating University i.e. Savitribai Phule Pune University provides the curriculum in the form of the syllabi. Institute works out details for effectively deliver and operationalize it. Teachers' approach and orientation is of prime importance. Appropriate teaching learning andragogies are discussed and devised among teaching staff members and these andragogies are put in place.

The teaching staff designs varied contents in different formats. These formats are inclusive. Hence, the imparting of employability skills and entrepreneurial traits become relevant. The whole approach is therefore Student-Centric. It also ensures participative approach of the teaching faculty members. The valuable suggestions made by guest speakers, Industry representatives are also well received.

They have absolute freedom to use the time frame and exercise horizontal and vertical mobility and inter-disciplinary options for effective delivery of the curriculum. Supplementary enrichment inputs along-with bridge courses are also offered. Those inputs include speeches and interaction with industry experts, Case discussions, training programmes for advanced technologies and newly devised management strategies.

There are changes that are affecting the whole of the globe. Business domain cannot remain unaffected. These changes affect all spheres of life. Academic world also cannot remain unaffected. Issues such as Global warming, Eve teasing, Rapes, Gender discrimination in employment, Work place violence against women are the hard faced reality. Academics, Work place Environment, Legal, Socio, Political and Economic framework etc. need professional workforce to face these challenges and manage effectively.

The teaching faculties while interacting with their fellow colleagues as well board of studies office bearers do provide clues and interventions to incorporate the matters related to gender discrimination, environmental and sustainability issues, work place violence into the syllabus for both the programmes.

There is a mechanism to collect regular feedback from all its stakeholders. The feedback is collected for all operational aspects such as curriculum, teaching-learning, library, staff, overall performance and quality of institute. This feedback is utilized for take corrective steps to improve.

Teaching-learning and Evaluation

The institute admits students to two programmes, namely, Master of Computer Application (MCA) and Master of Business Administration (MBA). Admission process is transparent and well-administered. It complies with all the norms of concerned regulatory authorities, such as, Directorate of Technical Education (DTE), Mumbai, All India Council for Technical Education (AICTE), New Delhi and Savitribai Phule Pune University. It ensures equity and wide access as reflected from representation of student community from different geographical areas, socio-economic, cultural and educational backgrounds.

The institute adopts gender equity and admission opportunities to the students of diverse background and backward communities.

Institute adopts different andragogies to make learner-centric education effective. Teaching staff provide a variety of learning experiences using inclusive techniques, which are interactive and participatory in nature. It aims at making learning process constructive.

Institute has experienced academic as well as industry drawn faculties, who share their experiences with initiatives which aim at building up employability as well as entrepreneurial skills among the students.

Important elements of teaching-learning process are evaluation of the students as well as faculties. Teaching staff incorporates various elements and activities in their respective teaching plans. These elements ensure that evaluation done on the basis of those activities provide qualitative dimensions. It helps to enhance competence of the students. It also helps institute to gauge knowledge and skills of the students and calibrate accordingly.

Institute observes and scrutinizes the academic performance of the students closely. It seldom comes across differently abled students from diverse background. These students are admitted to the program. Institute provides for necessary facilities. Institute also provides remedial coaching and mentoring to slow learners, if required.

Students are advised to indulge in experiential and innovative learning techniques through conscious and elaborate methodologies adopted by individual teaching faculties. Effective imparting of knowledge and skill-sets ensures successful completion of the programme. The desired outcome reveals in acquisition of skills and knowledge with right attitude. However, the learning outcomes do not necessarily get equated to level of competence of each participating student.

Research, Innovations and Extension

Institute has a full-fledged research centre approved by affiliating University, i.e., Savitribai Phule Pune University.(Approval No. is CA 486 Dated: 13/7/2012). Right from the inception, institute has been keen in providing for ideal infrastructure as well as facilities to create research culture. It encourages its faculty members to undertake variety of research projects which are ultimately useful for society at large. It, therefore, ensures that social responsibility and core values are safeguarded.

Institute has set up of multiple research labs like Network Lab, HPC Lab, etc. It also has Pre Ph.D. course work centre. It regularly subscribes and renew for appropriate online journals as required from time to time.

It maintains necessary hardware and software setup required for above-mentioned labs. These are procured and

installed as required from time to time.

Faculty members are facilitated to participate in research and related activities. They are supported with assistance in the form of reimbursement of registration fees for participating in research oriented conferences, seminars, workshops, etc. They are also encouraged to pursue projects funded by Board of College and University Development (BCUD), Savitribai Phule Pune University. Necessary infrastructure for making those researches conducive is provided.

Faculty members who have significant achievements as well as publications are well-appreciated. Few of the experienced faculty members involve themselves in consultancy activities in the form of training and development sessions conducted at the industrial organizations in the vicinity of the institute.

Institute separately carries out societal activities through Institute Social Responsibility (ISR) programmes. These programmes are for communities and society members in the vicinity of the institute. The programmes such as National Children Science Congress, Mobile Computer Van and Community Radio are to name a few. This sensitizes its students about the social issues faced by the community and sustainable solutions provided there for. They are encouraged to think out of box and serve the society at large.

Infrastructure and Learning Resources

In order to effectively implement those vision, mission and goals of the institute, it has state-of-the-art infrastructure and amenities for its students who are drawn from diverse rural background. It is located on green, eco-friendly, scenic 5.89 acres campus situated at Bhigwan Road, Baramati.

The institution sticks to the norms laid down by regulatory authorities for creation and enhancement of infrastructure. The Institute has various Academic committees. They look after the requirements or needs to facilitate effective teaching and learning. These committees' observations are discussed collectively in the faculty meetings on regular basis and the gist of the meetings are conveyed to the Management through Director, for approval.

It has attractive, well-designed Institute building with amply illuminated, ventilated and spacious classrooms, tutorial rooms and well-equipped auditorium. The campus has five boys' hostels and one girls' hostel. These hostels also have connectivity to the main server of the institute. These hostels accommodate more than 1000 students.

Students with physical disabilities (**Divyangjan**) are keenly taken care by the institute by providing dedicated entrance with a ramp for Wheelchair, with proper navigation guides and an elevator with power backup.

Since the institute is dedicated to the domains of Information Technology and Management, it is equipped with quality network of more than 350 computers powered by Gigabit Fibre Optic Cables. Five computer laboratories with the capacity of 60 each are located on each floor of the building of the institute. Students are immensely benefitted.

Institute has well-stacked library. The library staff is enthusiastic and provide support to all the students and faculty members ensuring enjoyable learning process.

Student Support and Progression

Institute by default, has its initiatives focused at holistic development and progression of its students. All the activities that are planned, are student-centric. The institute has various facilitating mechanisms such as Mentoring, Career Guidance, Training & Placement, Entrepreneurship Development Cell and Grievance Redressal Cells.

Institute has various committees which includes the representatives from teaching, non-teaching staff members and students which are as follows:

1. Anti-ragging Committee
2. Library Committee
3. Placement Cell Committee
4. Student Council Committee
5. Student Grievance Redressal System
6. Women's Grievance Cell

Since the students, teaching, non-teaching staff, entrepreneurs, industry representatives, police administration are part of these committees, students and their concerns are addressed. Problems and complaints are resolved with necessary discussions and deliberations.

These cells provide special inputs to the needy students who have learning difficulties. It aims to bridge the gap between known and unknown. Students are encouraged to organize various events such as conferences, workshops, industry expert guest sessions, etc. This harnesses creativity, organizing and communication skills of the students.

Efforts are also directed to make student an independent thinker. Students are encouraged to become Entrepreneurs. They are mentored and inputs are making them more responsible citizens who are well-aware of their knowledge, Skills and right attitudes. They are also equipped with basic skills needed to support their technical skills such as programming, testing, system modelling, etc. Few students have entrepreneurial bend of mind. Such students are given special inputs to enable them set up their own venture/s.

Students are also encouraged to undertake higher studies like Ph.D. and M Phil and or Net/Set Examinations. Such practices followed at institute ensure overall growth of the students which takes care of social responsibilities and employability.

Governance, Leadership and Management

Institute has well-designed vision, mission and goals. This sets up values and participative decision making process within the institute. It ensures sound premises on which organizational culture is built. Both academic and non-academic staff members interact regularly among themselves and gel themselves into a team of service providers to all the stakeholders. The institute works through a defined organization structure which tries to align to the improvement of the overall quality in its operations.

Appropriate policies related to students and staff members are drafted. Those documents incorporate rules and

regulations, procedures and schemes for growth and development of both students as well as faculty members. It is also ensured that appropriate feedback and response mechanism is in place. This facilitates performance evaluation of both students and staff members.

Institute has sound financial policies to ensure availability of financial resources as and when required. Institute is self-financed and unaided. It is all the more important to ensure proper resource mobilization and effective financial management. Institute regularly conducts internal and external audit.

Institute has its internal quality assurance system. It aims at continuous improvement of quality and achieving academic excellence. Rigorous efforts are put in to adopt participatory approach and the response from both teaching and non-teaching staff is well-noted. The suggestions made are incorporated to set the process free from defects and make it more meaningful and purposeful.

Institutional Values and Best Practices

Institute focuses on innovative efforts for both the areas of its operations, namely, academic as well as social. The first part ensures that the interest of its stakeholders, especially the students get the best attention. The existing as well as ex-students are our ambassadors.

Institute has been focussing on two Major elements viz. Entrepreneurship Development and exposure for faculties and students for skill enhancement. In last five years best practices could be categorized in the following two domains.

1. Udyam (Lecture series for entrepreneurship development), Entrepreneurship Awareness Camp (in association with EDII Ahmadabad), mentoring sessions by BYST experts, 15 Marketers and 17 Marketers, Boot camp for Start-up Yatra' 18.
2. Industry Exposure Program for teaching staff, Faculties conducted training programs for other college (Engineering) discussing pedagogical tools, Co-operative Bank's Association. Various MoU's ranging from AIQM (UK) for six sigma, Vajra Soft for awareness and Knowledge of Intellectual Property Rights Issues, Trade Mark Patents etc. and MoU's for Aptitude Tests, Interview Skills, Group Discussion Skills were also entered into to facilitate enhancement in employability skills of the students.

It provided them opportunity to pitch their business ideas on various forums. Shortlisted candidates were to be part of grand finale of Start-Up Yatra at Nagpur.

On the other hand, institute ensures through its societal activities that the projects which have relevance to matters like computer education for rural youth and community radio for overall development in the context of social, cultural, educational and hygiene aspects are dealt with. Therefore, it has singled out two of its many activities, namely, Mobile Computer Van and VIIT's Vasundhara Community Radio to be its best practices in social areas of operation.

Both the type of activities ultimately matches to its vision, mission and goals in appropriate proportions. However, such activities need to have ongoing follow up and sustained flow.

Innovations and best practices are an integral part of any learning organization. Our institute ensures that such activities remain our top priority.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIDYA PRATISHTHAN'S INSTITUTE OF INFORMATION TECHNOLOGY, BARAMATI
Address	Vidya Pratishthans Institute of Information Technology, Vidyanagari, Bhigwan Road,
City	Baramati
State	Maharashtra
Pin	413133
Website	www.viitindia.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	Sateeshchandra Prabhakar Joshi	02112-239555	9420480935	02112-239550	director@viitindia.org
IQAC / CIQA coordinator	Sagar Gajanan Nimbalkar	02112-239553	9011453863	02112-239551	iqac@viitindia.org

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	01-01-2000
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University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	10-09-2015	View Document
12B of UGC	10-09-2015	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-04-2019	12	

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vidya Pratishthans Institute of Information Technology, Vidyanagari, Bhigwan Road,	Rural	5.89	5677

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	MCA,Management	36	Graduation with mathematics	English	60	25
PG	MBA,Management	24	Any Graduation	English	61	61
Doctoral (Ph.D)	PhD or DPhil,Management	60	Master Degree	English	22	8

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				3				10			
Recruited	1	0	0	1	2	0	0	2	3	2	0	5
Yet to Recruit	1				1				5			
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				12
Recruited	9	3	0	12
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				4
Recruited	3	1	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	2	2	0	4

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	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	2	0	2

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	2		1		3

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
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	87	0	0	0	87
	Female	117	0	0	0	117
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	5	8	12	1
	Female	5	4	4	4
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	7	16	11	8
	Female	9	10	5	5
	Others	0	0	0	0
General	Male	15	14	20	15
	Female	35	24	29	32
	Others	0	0	0	0
Others	Male	10	8	8	7
	Female	4	6	6	15
	Others	0	0	0	0
Total		90	90	95	87

3. Extended Profile

3.1 Program

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

Response: 304

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

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

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
207	216	178	238	336

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
80	79	73	115	116

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
85	81	56	146	203

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	13	16	19	19

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
15	25	28	32	32

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 09

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

2018-19	2017-18	2016-17	2015-16	2014-15
52.95	54.11	50.8	83.46	76.85

Number of computers

Response: 300

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The affiliating university (Savitribai Phule Pune University) supports the institute with a concrete syllabus to conduct the curriculum. At the same time, it also organizes workshops and seminars for teaching faculties that offer opportunities for acquiring skills on the subject matter for the effective delivery of the curriculum.

The institute offers support for effective teaching through programs like in-house pedagogical faculty development programs. The institute also encourages the faculty members to attend seminars and workshops that focus on the effective delivery of the curriculum.

Curriculum Delivery is the key process of any academic institution. Institute ensures that it has an elaborate plan and set of procedures (Refer diagram 1).

Teaching staff meets before the beginning of every academic year. They discuss about the courses to be taught in the forthcoming semester. This meeting ensures the course allocation to the teaching faculty member based on his/her area of specialization or expertise.

The institute develops its action plan through **participative** approach.

- Through discussions of all the faculty members, the courses are allocated in the beginning of the semester.
- After allocation of the courses, the faculty members make their respective teaching plans.
- After discussions of all the faculty members, institute plans for student development activities and other academic activities for the semester.

Following steps are taken:

1. **Academic Calendar** – It is prepared for both the terms. It incorporates the academic as well as student driven activities.
2. **Preference and allocation of courses**- based on the background, experience and expertise, the concerned teachers are allocated with the courses accordingly.
3. **Teaching Plans**- the individual teaching faculty prepares the teaching plan and same is discussed and shared with the students.
4. **Course Material** (PPTs, Cases & other teaching material) - Faculties usually share the ppts, cases and other material with the students through social media educational groups (Like Google groups, Whatsapp, Edmodo etc.)

5. **Faculty meeting and their inputs:** - Faculty meetings are held regularly.
6. **Class time table and curriculum delivery:** Time table for each class is prepared and shared with the students. Faculties conduct the sessions (lectures, tutorials and practical) according to the credits associated with each course.
7. **Regular student feedback and suggestions-** Student feedback is obtained. Any suggestions by fellow faculty members as well as experts are also incorporated. And revised action plan is also designed and implemented.
8. **Training and developmental activities-** Training and placement officer organizes these activities to ensure imparting necessary skill-sets as required for jobs. Various training programmes to hone the right aptitude, Group discussion and interview skills are also organized.
9. **Evaluation (internal/external)** - The courses are taught. The faculties ensure to follow Concurrent Evaluation Parameters such as Home assignments; Presentations, Scrap books, field work, case studies etc. are the part of evaluation process. However, individual faculty member is at liberty to determine and carry out his/her own parameter as envisaged by his/her course.

File Description	Document
Any additional information	View Document

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

Response: 0

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

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

File Description	Document
Details of the certificate/Diploma programs	View Document

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

Response: 13.33

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

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

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

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years	
Response: 96.05	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 292	
File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document
1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 66.67	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 02	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document
1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years	
Response: 0	
1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years	

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

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

1.3 Curriculum Enrichment

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

Response:

There are several changes that are sweeping across the globe. And these changes affect all spheres of life. Academic world cannot remain unaffected. Issues related gender, environment and sustainability are on forefront. Global warming, eve teasing, rapes, gender biases in employment, work place violence against women are also affecting academics, work place environment, legal, socio political and economic framework etc.

In addition to academic activities, students get benefit of various programmes and activities that are organized to integrate relevant issues especially related to gender, environment and sustainability, human values and professional ethics into the curriculum.

Handling of Grievances:

Gender issues are far relevant in the context of today's competitive world. Institute has set up Women grievance cell, Anti-ragging committees, student grievance cell to settle the issues of raised if any. Institute organizes special programmes for catering to the matters of gender equality, safety, hygiene and welfare.

The issues that are discussed include women related grievances, climate change, human rights, etc. Various faculty members during their interaction with Board of Studies members express and communicate the need for including such issues and its redressal mechanism into the curriculum.

Environment and sustainability:

Institute conducts conferences related with environmental issues. The students actively participate as volunteers and imbibe themselves in various skills for their overall development. Those issues have already found relevance in the curriculum, for example, Global Warming, Natural Calamities, Ethical issues etc.

Environmental Forum of India Baramati, a NGO involves our students in various activities. Students and

faculty do willingly participate in above programmes and generate socio-eco awareness.

Moral and Ethical values:

Institute cultivates/imbibes moral and ethical values among students through following activities:

1. Blood donation camps
2. Visits to the old-age homes
3. Visit to Orphanages

Employable and life skills

The institute organizes sessions on Personality Development and Leadership Skills. Training sessions of the analytical reasoning, presentation skills, etc. have also been initiated for student benefit. There have been various sessions conducted specifically in the areas of investments, marketing skills, interview techniques etc. with the help of these life skills, institute tries to enhance the employability of the students.

Better career options

In order to enhance the students' career options the Placement and Training Department has organized various training programmes.

Community Orientation:

Environment Awareness Programmes are conducted through environment forum for community orientation. VIIT's Vasundhara Community Radio also conducts various social programmes such as Women's Day, Orphan help movement, Environment Awareness, Old age support activities etc.

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

Response: 0

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

Response: 00

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 42.51

1.3.3.1 Number of students undertaking field projects or internships

Response: 88

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

1.4 Feedback System

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
URL for stakeholder feedback report	View Document

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.48

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	8

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 63.89

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

2018-19	2017-18	2016-17	2015-16	2014-15
87	105	92	92	133

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

2018-19	2017-18	2016-17	2015-16	2014-15
138	138	138	198	198

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**Response:** 52.69

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

2018-19	2017-18	2016-17	2015-16	2014-15
40	47	53	40	54

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**2.2 Catering to Student Diversity****2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

Students are admitted through a Centralized Admission Process conducted by Directorate of Technical Education, Maharashtra State. Students aspiring for the programmes, appear for MH-CET conducted by Directorate of Technical Education, Maharashtra.

Assessment of students' Learning Levels is done through:

- Face to face interaction
- Personal counselling
- Poor attendance list
- Academic results (class performance, assignments, test, university results)
- Mentoring process

Institute takes following initiatives such as - Induction for freshers of MBA and MCA programmes, Guidance for choice of specialization for second year students of MBA.

Based on the above assessment of the students, the following strategies are built to bridge the knowledge gap of the newly admitted students-

- Induction programme provides information with respect to the entire curriculum, the examination process, and information of the various centres for excellence, computer lab, library and other resources available in the Institute.

- Induction programme aims to bridge the knowledge gap with respect to the career opportunities. After completion of the programme, students get current trends in information and technology industries, corporate sector, personality development module which enhances their exposure to the needs of the industry.

MCA:

- Bridge courses
- Students are encouraged to pursue additional certification programmes like Python, Word Press, Machine Learning, web technologies etc.
- Remedial classes are conducted as and when needed.

MBA:

- Need based remedial classes are conducted.
- Bridge courses such as Emotional Intelligence, Digital Marketing, GST workshop, MS-Excel
- Training to improve soft skills
- Personality Development Programme.

In addition to this, Institute provides opportunity:

- To participate in Conferences, seminars, paper presentation competitions
- To attend advanced Trainings and workshops like Entrepreneurship Development Programme
- To participate in inter Institute project competitions through project work based on theoretical data/practical work/survey data/case studies are encouraged to participate in inter Institute project competitions e.g. 'Avishkar'-University level project competition, State level SIP Competitions.

Institute scrutinizes the academic performance of the students closely. It seldom comes across differently abled students from diverse background. These students are admitted to the program. Institute provides for necessary facilities. Institute also provides remedial coaching and mentoring, if required.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 23

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.48

2.2.3.1 Number of differently abled students on rolls

Response: 01

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The institute is committed to make teaching and learning "Student Centric" which makes the students to think, analyse, to be independent, original and creative. Students from **diverse backgrounds and abilities** are admitted. Their individual needs are ascertained and properly addressed.

Learning methods encourage students' participation through project work, training in relevant software and e-learning. Teaching innovations through modern teaching aids and Information and Communication Technology (ICT) facilities make the learning process more student- friendly.

Academic Plan for MCA:

The planning process for a given semester is initiated at least one month before the actual commencement of the semester. (Refer Diagram1)

Teaching:

Allocation of subjects to faculty members using criteria such as areas of interest, specialized training, previous year results and number of years' experience.

Collective decision regarding elective subjects in consultation with students.

Timetable and event calendar is published.

Preparation of teaching plan.

Maintenance of lecture records.

Learning:

Student-centric learning environment is created by various methods among students.

Case studies

Group activities

Project competitions

Programming competitions

Evaluation:

Student evaluation is done based on following criteria:

Assignments

Presentation/Oral

Unit test

Preliminary test

Attendance

Mini project viva-voce

Academic Plan for MBA:

The planning process for a given semester is initiated at least one month before the actual commencement of the semester. (Refer diagram1)

Teaching:

Allocation of subjects to faculty members using criteria such as areas of interest, specialized training, previous year results and number of years' experience.

Collective decision regarding elective subjects in consultation with students.

Timetable and event calendar is published.

Preparation of teaching plan.

Maintenance of lecture records.

Learning:

Student-centric learning environment is created by various methods among students.

Case studies

Role Plays

Group discussions

Book reviews

Poster presentations

Mad-Ad shows

Business plan competitions

Evaluation:

Student evaluation is done based on following criteria:

Assignments

Presentation/Oral

Unit test

Prelim test

Attendance

Group discussions

Scrap book

File Description	Document
Link for Additional Information	View Document

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

Response: 87.5

2.3.2.1 Number of teachers using ICT

Response: 07

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues**Response:** 25.88**2.3.3.1 Number of mentors****Response:** 08**2.3.4 Innovation and creativity in teaching-learning****Response:**

Innovation and creativity is part of professional learning process. The teaching faculties incorporate various tools for encouraging self-learning. Students are advised to indulge in experiential and innovative learning techniques through conscious and elaborate methodologies adopted by individual teaching faculties.

Students:

- **Seminars & workshops**– Students are encouraged to participate in the seminars, workshops, symposium and conferences. They are also encouraged to indulge in Peer Learning. Institute organizes workshops for the students on a regular basis on various aspects. The institute provides financial support to the students to attend such programmes.
- **Guest Lectures** – The Institute invites the experts from industry to deliver the lectures on various on-going issues and current happenings in the computer & corporate world to provide real time information and knowledge to the students.
- **Webinars**- Institute registers various webinars for students on different topics.
- **Blended Learning** – In addition to chalk and talk method of teaching, the faculty members are using the IT enabled learning tools such as Smart Classrooms, PPT, Video clippings , Audio system, online sources, communication lab and decision making games to expose the students for advanced knowledge and practical learning.

Faculty:

- To enhance the knowledge and skills of the faculty members, the Institute frequently organizes FDPs, MDPs, Workshops and training programmes on teaching pedagogy, general management and subject related topics. It encourages faculties to participate in seminars, conferences, workshops, FDPs and courses on NPTEL.

Independent learning: Institute provides ample support to the students to make them independent learner. This is achieved through:

Individual Projects

Subject Assignments

Mini projects

Few subjects/topics are encouraged to be in self-learning mode.

ED Cell – The Institute has an Entrepreneurial Development Cell. It conducts various activities to create awareness about entrepreneurship and to enhance the entrepreneurial skills among the students. The cell also conducts real time workshops where students get an opportunity to meet and interact with entrepreneurs and understand the real life problems. (In association with Bharat Yuva Shakti Trust –BYST) .The students also get to discuss their business plans and make improvisations as per the recommendations given by the experts. The students are sent to the training programmes and competitions conducted by other Institutes. Entrepreneurship Awareness Camps were also organized in association with EDII, Ahmedabad.

Mentoring and Project Guidance – This encourages students to come up with ideas to have real time analysis of the problems at their area of study. Institute pays personal attention to the internship of students. The concerned teacher acts as a mentor as well as link with the industry for internship projects for students. It guides the students to develop model/framework/solutions for the real time problems faced by the system or industry.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 58.85

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

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

Response: 33.64

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	7	6	5	4

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 14.38

2.4.3.1 Total experience of full-time teachers

Response: 115

File Description	Document
Any additional information	View Document

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

Response: 6.67

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

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

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

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

Response: 1.34

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

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

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

2.5 Evaluation Process and Reforms

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

Response:

All evaluation reforms of the University are adopted and effectively implemented as per the guidelines issued by the authority from time to time. Following initiatives are taken by the Institute for the improvement of evaluation process.

- 1.For student evaluation complete transparent system is set by the institute which is aligned with university norms. Evaluation criteria are set with common staff meetings and with approval of all experts with each subject.
- 2.A separate examination control room is set for better handling of the examination process and to preserve the evaluation documents.
- 3.One unit test and preliminary examination is conducted in each semester and its performance is accounted for Internal Performance Evaluation.
- 4.Internal subjects, projects and practical are evaluated using rules and regulations of university.
- 5.University reforms are aligned with institute's evaluation criteria such as Attendance, Assignments, Presentations/oral, Group Discussions, Scrapbook, Unit Test, and Preliminary Examination.
- 6.Internal Evaluation results are displayed.
- 7.In case of students seeking to improve his/her performance, he/she can do so by contacting the concerned faculty member.

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

Response:

The Institute adopts both formative and summative methods of evaluation. Formative approach to evaluation includes measuring the student's achievement through presentations, group discussions seminars and case studies. The evaluation through these approaches gives lot of information about students' achievement after teaching a particular unit. The concerned teacher may get some direction about the student and necessary steps regarding his/her improving can be pondered over.

The summative evaluation is done during tests. Even if some students don't perform well or clear the eligibility condition, then an extra chance is given to the student for his/her evaluation. All faculty members follow the formative approach to measure students' achievements & performance through:

1. Group Discussion
2. Unit Test
3. Presentations
4. Assignments
5. Minor Projects
6. Case study

For summative approach unit tests and prelim exams are conducted.

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

Response:

As per the University guidelines, 30 marks are allotted for internal marks, which are conducted by individual institute. Remaining 70 marks are evaluated by the University through theory exam for 50 marks and 20 marks for online multiple choice objective exam. (This was for the syllabus which was made effective academic year 2016-17 onwards 2019-20).

- **Internal Test:**

Two internal exams are conducted in each semester.

Unit Test 30 Marks and Preliminary examination 70 Marks. Student performance is evaluated and converted to 10 marks from both the exams.

- **Presentation and Assignment:**

Individual or group assignments / presentations / projects / case studies are given to students. The faculty evaluates the students' communication skills, ability to work in the group, leadership skills and independent learning. Other factors considered for awarding marks are attitude, discipline and class participation.

- **Attendance:**

Marks are also allocated for attendance.

In the earlier academic years prior to implementation of CGPA the internal assessment was done on the basis of criteria such as Attendance, Unit test and Prelim.

Term end examinations for each course are conducted by affiliating university for each semester. Both the internal as well as external examinations are conducted under the surveillance of CCTV cameras.

(Transparency)

Students may report any of their grievances to College Examination Officer appointed in consultation with the academic staff. Normally senior experienced staff is appointed as College Examination Officer. This is also in line with the university norms. He/she is treated one point contact for any issues or grievances related University Examinations.

Students had major grievances especially on Online Examinations held for MBA Programme. The matter was taken up with affiliating university. Now effective 2019-20 academic year new batch for MBA programme do not have Online Examinations. (Grievances).

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

Response:

Institute plans various student driven activities which are aimed at overall development of students. These activities are organized to cultivate and hone skills required for performing corporate jobs.

Institute aspires for students' sustainable development by systematic approach. It aims at overall development of students. The institute has specified the below attributes.

1. It aims at preparing the students for life and not for the immediate examinations.
2. It aims at the overall personality development of the students.
3. The institute intends to make the students employable.
4. The institute aims at creating responsible citizens for the country with social sensitivity.
5. The institute imparts social responsibilities, independent thinking process, maturity & teamwork in students.

The institute works for several years to ensure the attainment of these attributes through the faculty members. The faculty arranges workshops, seminars, guest lectures on the lines of the above mentioned attributes to sensitize students on the above attributes.

2.6 Student Performance and Learning Outcomes

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

Response:

Institute had a practice of indulging in the process of result analysis. Individual courses and the marks obtained by each of the students were analyzed. Each faculty was appraised individually and feedback was shared. Faculties achieving 100% or nearby results were appreciated. Whereas those who are not achieving were suggested with remedial measures to be adopted.

Programme outcomes, Programme specific outcomes and course outcomes for all Programme offered by

the institution have been pre-determined only from academic year 2018-19. Based on the rubrics faculties have set Course Outcomes and Attainment levels.

Prior to the said academic year, result analysis exercise was strictly indulged in to ascertain the extent to which students were able to comprehend and achieve good academic result/s. Those passing and the percentage of students passing in pass, second, higher second, first and distinction were ascertained. This gave the idea to the faculty member as to how he/she had fared in terms students' academic achievement.

Institute had a practice of indulging in the determination of Programme Outcome on the basis of changes observed in Knowledge, Attitude and behavior of the students.

As regards, POs and PSOs an academic discussion was initiated internally for all the teaching faculty members only to determine POs and PSOs. This was done based on the academic and or industry exposure teaching faculties had.

However, for COs, individual teaching faculties shared their past experience, industry exposure, business acumen and overall common sense existing in the relevant fields of expertise and domains. It helped them identify and set the Course Outcome they expect the student to achieve and update. Blooms taxonomy was considered to be the guiding principle while fixing norms for levels of achievement concerned students were likely be part of.

File Description	Document
Link for Additional Information	View Document

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

Response:

Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for all the Programmes offered by the institute have been pre-determined only from academic year 2018-19.

Based on the rubrics faculties have set Course Outcomes and Attainment levels.

The Institute collects and analyses feedback in the following manner

1. **Faculty observation** – The faculty assess the students through their class participation and involvement in the institute activities.
2. **Mentoring** – Mentors notice important observations in students through mentoring processes and remedies are performed if major deviations are observed.
3. **Internal assessment through assignments** – Through various assignments the faculty is able to assess the achievement of the expected learning outcomes.
4. **Examination Result Analysis** – The committee is designated to do the result analysis of every student to see the academic progress of the student and feedback is given. This analysis is used for planning the pedagogy and lesson in the consecutive semesters.

5. Employer feedback analysis – The placement department collects feedback about the student performance in the industry during their initial period of employment. This information is analysed to ascertain the industry readiness of the student. If any common deficiencies are noted in the students, training programmes are undertaken for the consecutive batches.

The institute has clearly stated learning outcomes. Some of the learning outcomes that institute aims to achieve are:

1. Employability skills
2. Intellectual capabilities
3. Values and Character building
4. Emotional maturity
5. Social maturity
6. Business acumen
7. Professionalism
8. Subject knowledge
9. Skill set improvement by certifications

The delivery of the content of the programme is aimed at achieving the learning outcomes. All the staff is involved in creation of a learning environment. All students are valued equally during their learning journey with Institute. Accordingly, the curriculum, teaching-learning and assessment at institute are student centric.

2.6.3 Average pass percentage of Students

Response: 87.95

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

Response: 73

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

Response: 83

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.51

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 4.29

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.87	00	3.42	00	00

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 12.5

3.1.2.1 Number of teachers recognised as research guides

Response: 01

File Description	Document
Any additional information	View Document

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

Response: 0

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

Response: 00

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

Response: 22

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

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

Response:

Institute has a recognized research centre which is affiliated to Savitribai Phule Pune University. (Approval No. is CA 486 Dated: 13/7/2012). Names of Research Guides/Supervisors and the names of the students pursuing the research in the centre are as given in the link provided.

Guiding the students for Research (SIP/Minor/Major Projects for MBA & MCA, Ph.D. registered students)

All of the faculty members are involved in guiding the students for their internship research projects. Both MBA & MCA students are divided into groups and each group is guided by one faculty member. (Details of the last year students are given in the link provided.)

Institute has set up of multiple research labs like Network Lab, HPC Lab, etc. It also has Pre Ph.D. course work centre. It regularly subscribes and renew for appropriate online journals as required from time to time.

It maintains necessary hardware and software setup required for above-mentioned labs. These are procured and installed as required from time to time.

- 1.The admission of Ph.D. programme is processed and eligible candidates are admitted for the programme. After the student allocation by affiliating university, pre Ph.D. Course work is conducted.
- 2.Teaching faculty members have been granted funded projects for various socio economic, technological projects. The facilities and or resources required for such research projects is adequately made available.

Research Funded Projects:

- **Autonomy to the principal investigator**

There is complete autonomy to the principal investigators to pursue their respective research projects.

◦ **On Time availability or release of resources:**

The researchers are provided with necessary tools and equipments as and when needed.

◦ **Adequate infrastructure and human resources:**

Since, the institution has state of the art infrastructure necessary for research in multiple domain areas, the researchers are supported by needed infrastructure and human resource. For eg. Wi-Fi.

◦ **Time-off, reduced teaching load, special leave etc. to teachers:**

The researchers immensely benefit with the academic support provided from time to time. This also results in certain relaxations such as support for participating in seminars, workshops, Faculty Development Programmes and leave for research work etc.

◦ **Support in terms of technology and information needs:**

Since, the institution is dedicated to Information Technology and Management, the resources are readily available. These resources provide great support in terms of technological solutions and information database. For ex. Set up of necessary hardware and software needed for specific technology and management research.

◦ **Facilitate timely auditing and submission of utilization certificate to the funding authorities:**

Adequate support is available.

Leading Research Projects: Our faculty members are involved into Individual/collaborative research activity.

Board of College and University Development, Savitribai Phule Pune University projects are ongoing (Refer Link)- Institute-

- Keeps the research lab open for extended hours
- Uses video conferencing/webinar, Case studies/workshops, audio-visual facilities, instruments, library resources, etc.
- Studies or surveys benefit the community or improve the services:
- Conducts workshop on Research Methodology.
- Provides infrastructure utilities- HPC, Network and CUDA lab
- Collaboration with Foreign Universities.

File Description	Document
Any additional information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years**Response:** 0**3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years**

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

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

3.3 Research Publications and Awards**3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response:** No

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** No**3.3.3 Number of Ph.D.s awarded per teacher during the last five years****Response:** 1**3.3.3.1 How many Ph.Ds awarded within last five years****Response:** 01**3.3.3.2 Number of teachers recognized as guides during the last five years****Response:** 01

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

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

Response: 0.33

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

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

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

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

Response: 0

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

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

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

3.4 Extension Activities

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

Response:

Research activities in the Institute are beneficial to the neighbourhood community

- Baramati Kharedi Vikri Sangha software was developed and is operative even today.
- FM Radio website was developed and hosted. It became instrumental in spreading knowledge base shared on matters such as agriculture, health, environment and education.
- Research projects of faculty members are ongoing. As and when they are complete, same will be implemented with their findings for the development of students and community.
- VIIT provides support and infrastructure to Industries and business houses in the vicinity of the institute.
- Every year institute organizes national conference named e-ITBM- This conference has various socio, economic and business community elements as focus for the participants drawn from academic, social and business domain.

VIIT's Vasundhara Community Radio 90.4 MHz:

Agriculture has been in mainstay of the Indian economy and over 70% of its population lives in rural areas. Timely availability of reliable information on climate, plant nutrients, production, seeds, fertilizers, new trends and water information is essential for farmers to cultivate land. All this information is broadcasted for farmers of local area. Research inputs are contributing to new initiatives and social development.

Mobile Computer Van:

Most Indians live in rural areas and are still living with the curse of poverty and helplessness. Now-a-days, India is vibrant with innovative ideas in the field of usage of Information Technology and is keen to see that the fruit of this new technology brings happiness into their life. It changes the plight of millions, who are deprived of knowledge about the strength of science and information technology by reaching at their door steps.

Consultancy, Training and Extension activities:

The Institute-Industry Interface Cell approaches the industries in the vicinity through emails and letters providing information about the panel of experts available for conducting need-based training sessions. In this way, the expertise of the institution is advocated and publicized.

- Conducting regular Blood Donation camps in Baramati for Baramati Blood Bank.
- The institute's students involve actively in- Swatch Bharat, Street Play (*BetiBachaoMohim*), Tree plantation, women health, Child labour etc.
- Environment Forum of India, Baramati (NGO): Institute's students voluntarily participate in the various programmes organized by Environmental Forum of India- e.g. eye camp
- Traffic Rules and Safety awareness programme-By RTO, Baramati in association with VIIT's

Vasundhara Community Radio.

Entrepreneurship Development (ED): Institute conducts ED programme every year to motivate students for entrepreneurship. Institute invites the successful entrepreneurs to guide and share their success stories and struggle. It has collaborative programmes BYST and EDII Ahmadabad.

Industrial Visit: Institute organizes industrial visits for students every semester in nearby industrial areas as well as out of state. Through such industrial visits, students understand the actual operations of the organizations.

Industry Institute Interaction (III): To enhance interaction of our institute with the industry, institute invites industry professionals for delivering guest lecturers regularly. Students also approach industries to pursue their projects. Industry professionals offer mentorship programme for the students who approach them.

File Description	Document
Any additional information	View Document

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

Response: 0

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

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

File Description	Document
Number of awards for extension activities in last 5 years	View Document

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

Response: 0

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

five years

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

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

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

Response: 0.26

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

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

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

3.5 Collaboration

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

Response: 0

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

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

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

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

Response: 0

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

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

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution sticks to the norms laid down by regulatory authorities for creation and enhancement of infrastructure. The Institute has various Academic committees. They look after the requirements or needs to facilitate effective teaching and learning. These committees' observations are discussed collectively in the faculty meetings on regular basis and the gist of the meetings are conveyed to the Management through Director, for approval.

Details the facilities available for

1. Curricular and co-curricular activities – Classrooms with LCD Projectors, Technology enabled learning space (Smart Classroom), Auditorium (Seminar Halls), tutorial spaces, Computer Laboratories, Botanical Garden (Nakshatra Garden), Amphi-Theatre, Specialized facilities and equipment for Teaching, Learning and Research etc.

Classrooms:

No. of Classrooms	Area in Sq. M	Available facilities in each classroom
C-4 to C-8, Total: 5	168	Desk with 80 seating capacity 8x4 green board 4 fans, 8 tubes Podium CCTV camera 1 HD Projector
C-9 to C-13, Total: 5	168	60 cushion chair with writing pads 8x4 green board 4 fans, 8 tubes Podium CCTV camera

1 HD Projector

Tutorial / Seminar Halls:

No. of Rooms	Area in Sq. M	Available facilities in each classroom
C-1 (Smart Class Room)	168	Desk with 80 seating capacity 4 fans, 8 tubes Podium CCTV camera Senses Intelligent Interactive Panel
C-2 to C-3	168	Desk with 80 seating capacity 8x4 green board 4 fans, 8 tubes Podium CCTV camera 1 HD Projector
Auditorium	120 seating capacity	HD projector, UPS for power supply Wi-Fi internet connection , CCTV Cameras Dolby Surround Sound System Centralized AC
Conference Hall	20 Seating Capacity	HD projector, Collapsible Projector Screen

UPS for power supply

2 Split AC

Computer Laboratories:

No. of Labs	Area in Sq. M	Available facilities in each classroom
LAB-1 to LAB-5, Total: 5	121	Fully Furnished swivel chairs with 60 seating capacity 8x4 White board 4 Cassette ACs Dias 2 CCTV cameras 1 LCD Projector 2 Switches Racks / Cupboards to keep bags, outside the lab

Following facilities are also available

Network Lab

Image Processing Lab

HPC Lab

Research centre

Placement Cell

Entrepreneurship Development Cell

Grievance Cell

Rest rooms (Student Common room)

Sick Room

Examination Cell

Specialized Facilities:

Wi-Fi Facility.

Campus Residential facilities for staff

Extended library reading hours during examination period.

Faculty rooms: One in each floor I, II, III and IV.

Research Lab:

One Wi-Fi enabled Research Lab with 1 Server for High Performance Computing and Image Processing with 168 sq. m. area.

Facilities for Divyangjan:

Students with physical disabilities (**Divyangjan**) are keenly taken care by the institute by providing dedicated entrance with a ramp for Wheelchair, with proper navigation guides and an elevator with power backup.

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

Response:

Sports and games provide the students with right attitude towards life. They learn team orientation, ability to excel even in adverse conditions during the sports activities. Institute encourages students to actively participate in the sport and gaming activities. It is an effort to appropriately mould the personalities of the students.

Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

Sports:

Sports equipment's for Cricket, Volleyball, Badminton, Throw ball, Chess, Carom are available in our campus.

Outdoor games:

Sports facilities for Cricket, Volleyball and Throw ball are available in the respective grounds in the campus.

Indoor games:

Indoor games facilities are available in the campus for the sports like Badminton, Chess and Carom.

Gymnasium:

Centralized Gymnasium is available separately for boys and girls in the campus with all fitness equipment's.

Auditoriums:

Auditorium	120 seating capacity	HD projector, Ups for power supply Wi-Fi internet connection , CCTV Cameras Dolby Surround Sound System Centralized AC Motorized Screen
GA.DI.MA Central Auditorium Facility for Campus	2000 Seating Capacity	HD projectors, LED Wall, Ups for power supply Wi-Fi internet connection , CCTV Cameras Dolby Surround Sound System Centralized AC

Public speaking, communication skills development, yoga:

A specialized Soft Skill Trainer is available to impart training in these skills for the student development. The inputs for soft skills are regularly provided to the students in the campus on ongoing basis.

Health and Hygiene:

Once in every three months, the entire campus is sprayed with insecticide.

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 09

File Description**Document**

Number of classrooms and seminar halls with ICT enabled facilities

[View Document](#)

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

Response: 0

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

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

File Description**Document**

Details of budget allocation, excluding salary during the last five years

[View Document](#)

Audited utilization statements

[View Document](#)

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)**

Response:

Institute has Library Committee. The purpose of the committee is to ensure that the library is well equipped with latest stock of books meeting the syllabus requirements as well as the current trends. Along

with the textbooks and reference books, the committee recommends various journals and magazines for the student and staff development.

The library's Advisory Committee comprises of Director, Librarian, Faculty Members and Student members of each department. The Committee is very active and conducts regular meetings for smooth functioning of the library.

- Total area of the library (in Sq. Mts.) : **240 Sq. M.**
- Total seating capacity : **65**
- Working hours (on working days, on holidays, before examination days, during examination days, during vacation)

1	Working Days	09:30 AM to 05:30 PM
2	Examination Days	09:30 AM to 10:00 PM
3	Vacation Days	09:30 AM to 05:30 PM

- Online Public Access Catalogue (OPAC)

Institute has developed its own OPAC which helps to locate the materials available at library.

- Electronic Resource Management package for e-journals

Library has subscribed DELNET and has access to various resources for student and staff.

- Library automation

Own library management software "VIIT-Library System" has been developed.

- Total number of computers for public access

5 Desktops

- Total numbers of printers for public access

1 Printer

- Internet band width/ speed

32 mbps

- Institutional Repository

Institute keeps record of library materials and college related information in servers. It contains Project Reports, Photographs, Prospectus, Journals and other information.

- Content management system for e-learning

Library has Computer Based Training (CBTs) for students to facilitate e-Learning.

- Participation in Resource sharing networks/consortia (like Inflib net)

Library resources are shared to and from the Vidya Pratishthan's Central Library, Vidya Pratishthan's Kamalnayan Bajaj College of Engineering and Technology's Library.

Average number of walk-ins

15 to 30 per day

- Average number of books issued/returned

30 to 40 per day

- Ratio of library books to students enrolled

Books: Students = 73:1

- Average number of books added during last three years

200-300 books per year.

- Average number of login to OPAC

15 per day

- Average number of login to e-resources

5 per day

- Average number of e-resources downloaded/printed

10 per day

- Details of "weeding out" of books and other materials

Out dated, mutilated books and other materials are scrapped.

Institute's library staff is always enthusiastic and helps the users for searching databases.

Institute's library staff is very enthusiastic and supports learning and research of staff and students. Information about current titles, new publications, latest journals, e-resources is made available from time to time to the faculty members. Newspaper cuttings pertaining to current trends in various topics such as economics, finance, marketing, IT etc. are circulated on regular basis among the faculty members to update their knowledge. Staff also assists students in finding books of their choice.

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

Response:

- Manuscripts

Library maintains all students' projects for reference purpose.

- Reference

Library has separate reference section. In addition to this faculty and students can refer books from Vidya Pratishthan's Central Library and Vidya Pratishthan's College of Engineering's Library.

- Reprography

Institute's Library provides reprography facility to students, faculty members and all library users. Printer, scanner, and photocopy machine is available for the same in the library.

- ILL (Inter Library Loan Service)

Institute has inter library borrowing facility with Campus libraries, like Vidya Pratishthan's Arts Science and Commerce College and Vidya Pratishthan's College of Engineering.

- Information deployment and notification

Library takes care to convey the information about latest acquisitions to faculty members and students by displaying the books or book jackets on the display board in library. A separate list of latest acquisitions is prepared and sent to all Course-In-charges who convey the information to faculty members and students. Latest book catalogues received from various publications are also sent to each department to make them aware about current titles, new editions etc. Library also disseminates the information through e-mails.

- Download and Printing

Institute's Library provides downloading and printing facility to students, faculty members and all library users in a separate internet lab attached to the library. For this purpose, library has a printer and a scanner.

- Reading list/ Bibliography compilation

At institute's library, reading list is made available at Circulation Counter. Books are arranged according to Divide Decimal Classification (DDC), 22nd ed.

- In-house/remote access to e-resources

Institute's library provides access to e-journal database like DELNET, OPAC and also some open access e-journals and e-books through a link on institute's website through library link.

- User Orientation and awareness

Library organizes training programs for the faculty members like

- Optimum use of DELNET.
- Accessibility of online resources for research purpose.
- Assistance in searching Databases

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

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

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

Response: 1.74

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

2018-19	2017-18	2016-17	2015-16	2014-15
1.70	0.92	3.69	0.53	1.84

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

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 2.33

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

Response: 5

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

- Number of computers with Configuration (provide actual number with exact configuration of each available system)

Computers:

S. No	Make	Desktop Configuration
1	HP	C2D, 1GB RAM,160 HDD, keyboard, Mouse,15" LCD, DVD ROM
2	DELL	C2D, 2GB RAM,160 HDD, keyboard, Mouse,18.5" LCD, DVD ROM
3	DELL	Core i3, 2GB RAM, 500HDD,Keyboard ,Mouse,18.5" LCD, DVD ROM
4	DELL	Core i5, 4GB RAM, 500HDD,Keyboard ,Mouse,18.5" LCD, DVD ROM
5	PANACHE AIO	All-in-One PC: Core i5, 4GB RAM, Keyboard ,Mouse with VDI
6	Asus AIO (Admin Staff)	Intel Pentium J2900(2M Cache,2.67 GHz),2GB DDR3 RAM,500GB HDD 19.5" Monitor

7	Dell Optiplex 390	Corei3,4GB RAM, 500HDD,Keyboard, Mouse, 18.5" LCD	
8	Senses Intelligent Interactive Panel	Core i5 4GB RAM,500 HDD, Bluetooth 4.0, Wi-Fi 2.4Ghz and 5.0 Ghz, Ethernet USB, HDMI, S-Video, VGA, Audio 20Wx2 and 15W sub-woofer,65" Touch Screen , Toughened glass Level 7 MOHS Std	
		Total :	

Servers:

1	Acer Server	Acer Altos R700 P4 Xeon, 2.8 GHz, 1GB ECC DDR, 36GB * 2 Ultra 320 H Swap HDD, Two Giga-bit Ethernet Network Cards, CDROM Drive	
2	DELL	Dell PowerEdge R710 Intel Quad Core E5506 Xeon CPU, 2.13GHz, 4 Cache,24GB RAM 500GB 7.2K RPM SATA 3.5,Integrated Two Broadcom 5709C dual-port Giga Ethernet	
3	DELL	Dell Power Edge 860 Intel Xeon 2.40Ghz 2Gb DDRAM 160 SCSI HDD CDROM Drive	
4	Assembled	AMD FX-8350 8 core Processor 32 GB RAM 1 TB HDD 2 Gigabit Ethernet DVD WR	
5	HPC	Intel Xeon Processor 16 GB RAM 1 TB HDD 22" LCD C2075 Tesla NVIDIA QUADRO 6000 NVIDIA, GTX 690 NVIDIA	
6	DELL	PowerEdge R430 Server: Intel Xeon E5-2603 v4 1.7GHz,15M Cache,6.4GT 16GB x 2nos.(32GB)RDIMM, 2400MT/s 1TB x2nos. 7.2K RPM SATA 6Gb 2.5in Hot-plug Hard Drive DVD RW	

- Computer-student ratio

1:1

- Standalone facility

All the devices in our institute are well connected by our intranet and to the internet.

- LAN facility
- Wi-Fi facility

Wi-Fi Access Points:

S. No.	Name of the Item	Description
1	Tp-Link	TL WR541G Wireless Router
2	Tp-Link	WLTL-WA5210G Outdoor Access point
3	Cisco	Linksys E3200

LCD/HD Projectors:

S. No.	Name of the Item	Description
1	Acer	2500 ANSI 4000:1 Contrast Ratio Projector VGA, AV IN
2	NEC	2800 ANSI LUMENS with HDMI VGA AV
3	OHP	Overhead Projector
4	Vivitek	3500 ANSI LUMENS with HDMI VGA AV
5	Vivitek	Vivitek Model DW-832 Brightness 5000AL Resolution WXGA(1280x1024) Inputs: VGA,HDMIx2
6	Aethra VegaX3 VC Unit	ISDN BRI and 2 Mbps over IP (H.323 or SIP networks) Dual stream V MCU connects

4.3.2 Student - Computer ratio**Response:** 0.69**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)****>=50 MBPS****35-50 MBPS****20-35 MBPS****5-20 MBPS****Response:** 20-35 MBPS**File Description****Document**

Any additional information

[View Document](#)**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)****Response:** Yes

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

4.4 Maintenance of Campus Infrastructure

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

Response: 14.89

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

2018-19	2017-18	2016-17	2015-16	2014-15
5.2	5.05	5.45	25.7	10.6

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

Institute purchases computers as well as other peripherals and equipment's with latest technology whenever available. In the annual budget adequate provisions are made for the same.

Institute keeps budget allocation every year for maintenance and upkeep of various facilities.

As and when the maintenance is required for the infrastructure and the facilities, institute puts up these issues to the management and the work is carried out accordingly.

The computers of the institute are protected from power surge. The MSEB line is directly connected to 315 KVA transformer with DG backup and then the power is distributed to the entire premise. The institute has also installed 51 KVA Solar Power System to support MSEB power supply.

Policy for Physical, Consumables and IT Infrastructure:

Title: Physical and IT Infrastructure and consumables

Objective: Procedure for Procurement and Maintenance

Scope: This policy is meant to set appropriate procedure for VIIT only

Procedure for procurement:

- The matter related to Infrastructure- Physical, Consumables and IT is to be discussed at the institutional level i.e. meetings of concerned committee members as well as staff meetings.
- Shortlisting/Freezing of the requirements for the resources- physical/IT
- Parent Body has empanelled certain set of vendors for various elements (for Procurement)
- Quotations for the concerned requirements are to be obtained
- Compare and prepare a consolidated statement for approval of top management
- The proposal for the additional requirements of physical/IT is prepared and put for Parent Body's Executive Committee's approval
- Executive Committee to approve the proposal
- Appropriate Purchase Order is raised
- The concerned elements are procured with duly stamped Invoices from the shortlisted Vendor

Procedure for maintenance:

- The matter related to maintenance of Infrastructure- Physical and IT is to be discussed at the institutional level i.e. meetings of concerned committee members as well as staff meetings.
- Shortlisting/Freezing of the requirements for maintenance- physical/IT
- Parent Body has empanelled certain set of vendors for various elements (for Maintenance)
- Quotations for the concerned requirements are to be obtained
- Compare and prepare a consolidated statement for approval of top management
- The proposal for the additional requirements of physical/IT maintenance is prepared and put for Parent Body's Executive Committee's approval
- Executive Committee to approve the proposal
- Appropriate Purchase Order is raised
- The concerned elements are hired for such maintenance activities with duly stamped Invoices/Bills from the shortlisted Vendor

Policy for Library Resources:

Library Resources:

- The matter related to Library Resources is to be discussed at the institutional level i.e. meetings of concerned committee members as well as staff meetings.
- Short listing/Freezing of the requirements for the library resources i.e. Reference books, Text Books, e-resources like e-books, journals and subscription to online journals.
- Catalogues of various publishers for the concerned requirements are to be obtained
- Compare and prepare a consolidated statement for approval of top management
- The proposal for the additional requirements of library resources is prepared and put for Parent Body's Executive Committee's approval
- Executive Committee to approve the proposal
- Appropriate Purchase Order is raised
- The concerned elements are procured with duly stamped Invoices from the shortlisted Vendor/s

Policy for utilization of physical & IT Infrastructure and Library Resources

Every teaching, non-teaching staff and student must observe following on, before and during usage of physical & IT Infrastructure and Library Resources:

- Must use the resource as if it is his/her own
- Must enter in the concerned register before commencing its usage
- Must not damage or misuse the resource
- Must keep the resource up-to-date and in excellent physical working condition
- Must switch off electrical appliances before exit
- Must keep the concerned premises tidy and clean
- Must keep silence and maintain decorum of the place
- Must maintain overall discipline and follow ethical norms and or behaviour
- Must abide by the above else will need to face disciplinary action

Policy for utilization of Shared Resources:

Shared resources include:

- 1.Sports Ground
- 2.GaDiMa
- 3.Gymnasium
- 4.Girls and Boys' Hostels
- 5.Staff Quarters
- 6.Nakshatra Garden
- 7.Canteen/Cafeteria

These resources are shared and hence are to be utilized on requirement basis.

- Must use the resource as if it is his/her own
- Must enter in the concerned register before commencing its usage
- Must not damage or misuse the resource
- Must keep the resource up-to-date and in excellent physical working condition
- Must switch off electrical appliances before exit if any
- Must keep the concerned premises tidy and clean
- Must keep silence and maintain decorum of the place
- Must maintain overall discipline and follow ethical norms and or behaviour
- Must abide by the above else will need to face disciplinary action

Conclusion:

These procedures are strictly adhered to avoid any malfunctions and malpractices.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 68.44

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

2018-19	2017-18	2016-17	2015-16	2014-15
176	127	136	160	184

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

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

Response: 0.95

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	00	01	06	04

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

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

Response: 32.36

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

2018-19	2017-18	2016-17	2015-16	2014-15
73	87	68	60	54

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

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

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

File Description**Document**

Details of the students benefited by VET

[View Document](#)

Any additional information

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

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

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 8.94

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

2018-19	2017-18	2016-17	2015-16	2014-15
38	00	00	00	00

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

5.2.2 Percentage of student progression to higher education (previous graduating batch)	
Response: 0	
5.2.2.1 Number of outgoing students progressing to higher education	
Response: 00	
File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)											
Response: 0											
5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years											
<table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>		2018-19	2017-18	2016-17	2015-16	2014-15	00	00	00	00	00
2018-19	2017-18	2016-17	2015-16	2014-15							
00	00	00	00	00							
5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years											
<table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>		2018-19	2017-18	2016-17	2015-16	2014-15	00	00	00	00	00
2018-19	2017-18	2016-17	2015-16	2014-15							
00	00	00	00	00							
File Description	Document										
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document										

5.3 Student Participation and Activities

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

Response: 0

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

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

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

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

Response:

Every Year in the beginning of academic year, previous Student Council Committee is dissolved and new Student Council Committee is formed.

Constitution of Student Council:

This committee contains 3 representatives from each class. One representative for Academic, second representative for cultural and third representative for sports. Two faculty members are included in it. From every class, one girl student is selected as a representative.

Selection of Student Council member:

Out of these all members by maximum voting one member is selected as a Secretary. The secretary maintains the record of meetings and maintains the communication between student council and faculty members.

Academic representative takes care of academic part. He/she maintains the record of student participated in various competition other than Institute. They also contribute in planning various activities in the Institute.

Cultural representatives manage the schedule of cultural event. They prepare the list of programs for every class and accordingly schedule the entire event.

Sports representatives prepare the list of various sports and also list of participant from each class. Schedule is prepared by these members. They conduct the entire activity with the help of faculty members.

Institute has various committees which include the representatives from teaching, non-teaching staff members and students which are as follows:

1. Anti-ragging Committee
2. Library Committee
3. Placement Cell Committee
4. Student Council Committee
5. Student Grievance Redressal System
6. Women's Grievance Cell

Various matters that are brought up through Student Council

1. **Support for "slow learners"**
2. **Exposures of students to other institution of higher learning/ corporate/business house etc.:** Students bring forth matter related Placements and Industrial Exposure. Accordingly training and placement cell organize Industrial Visits as well as campus recruitment drives.

Institute sends the students on regular basis to attend workshops/seminars which are conducted by other institutes.

1. Encouragement for Entrepreneurship:

Institute has begun individual counselling for the students to motivate them to become entrepreneur. Institute conducts industry/business experts' talks, Entrepreneurship Development Programmes.

1. Additional academic support, flexibility in examinations

Institute encourages its students to participate in various extracurricular and co-curricular activities. The students participate in inter institute and intra institute competitions. In the event of examinations and other academic activities coinciding such events, Institute considers such cases sympathetically and arranges for conducting retests or repeat sessions for such students.

1. Support for Sports and cultural activities:

Necessary requirements of participants in sports and such activity are adequately taken care of. The participants are supported with concerned kits and equipments for the respective sports.

1. **Library & Internet support:** Institute provides library as well as internet support for the preparation of the competitive exams.
2. **Personal Guidance:** Based on the demand and the requirement of the students personal guidance is provided
3. **Backlog students and their need for contact sessions and counselling:**

Institute provides counselling to the students in the area of academic and personal career. Faculty members take initiative to make students aware about their strengths and weaknesses. In addition to this, industry/business experts are invited to guide the students on the issues of their career.

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

Response: 0

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

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

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

5.4 Alumni Engagement

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

Response:

Institute has its registered alumni association.

Under this association, till date three alumni meets have been conducted in which more than 150 alumni and former faculty members were present. Institute continuously sends the mails regarding the updates of VIIT, about the conferences, workshops, competitions conducted in VIIT. They are invited by VIIT to join these events.

Also Alumni students are invited as guest lecturer and external examiner for Mini project Viva.

Contribution of Alumni:

Alumni have their communication network on yahoo groups and google groups. They post the articles of the new technologies, advancements and career opportunities.

Alumni always help the institute for the Placement purposes.

Alumni visit the Institute for sharing their valuable experiences with juniors.

They guide the institute students in their industry oriented project work.

Alumni help the institute for identifying and making available the Guest lecturers for the academic and industry oriented development of the students.

Lectures Conducted by Alumni Student.

File Description	Document
Any additional information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 5

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

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

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

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

To be the lighthouse of academic excellence, by achieving a successful career in Entrepreneurship, business and research by imparting appropriate IT and managerial background, ensuring development of rural society through human values and work ethics.

MISSION

To bring information technology and managerial skills to the common man of rural India and ensure that IT is for quality management education, Entrepreneurship, teaching-learning, research and out-reach services to serve the society.

Institute has a formally stated quality policy. Quality policy was originally stated by the Governing Council. It is derived and aligned with respect to the vision and mission of the institute. It clearly states the objectives of the institute, their process of progress towards the achievement of objectives and its contribution to the society.

The Institute has a perspective plan for development. The institute takes strenuous effort in listing out the key performance indicators from various perspectives for performance assessment and development.

- It addresses the various issues from the **stake holder perspective** that is; it takes steps to fulfil the requirements of its students, their parents, employer community etc. The Institute has an active placement cell addressing the campus placements and it organizes parents' meet to convey their sons'/daughters' performance and to take their inputs as well. It takes feedback from the employer community in order to plan for extra coaching and imparting the necessary skills.
- It also takes effort for improving **the internal development** of the institute by inculcating harmonious work culture. It streamlines various processes like evaluating methodologies of teaching learning process, research progress, infrastructure facilities etc.
- **Learning and growth** scope of the institute is also well explored from various dimensions. Every year, the educational development perspective shows steady progress. Some of the senior faculty members are the members of various boards of studies and syllabus sub-committees of Savitribai Phule Pune University. Institute has signed MOUs with various universities abroad and organizations for promoting institute industry interaction.
- Institute is self-financed and permanently unaided. However, **financial perspective** is addressed well. Various endowments and grants are received from external organization, alumni association etc. Support of the Parent Body is available whenever such situation warrants.

Institutes day to day activities include academic, administrative, sports, cultural and professional domains. Teaching and non-teaching staff is actively engaged in these activities. There are various academic and non-

academic committees formulated for different purposes.

1. Students' Council
2. Academic
3. Discipline
4. Students' Grievance
5. Women Grievance
6. Anti-ragging
7. Sports
8. Cultural
9. Examination
10. Alumni
11. Research
12. IQAC
13. College Development Committee
14. Governing Council
15. VP Executive Committee
16. VP Trust

Students, teaching and non-teaching staff, industry representatives, local bodies have representation in the committees mentioned above. These arrangements aptly reflect the participative approach of governance. However, last three committees are constituted by the Parent Body for effective control and regulations of various decision related matters.

6.1.2 The institution practices decentralization and participative management

Response:

Decentralization of Authority is done in following ways:

Decentralization empowers the individual faculty members to make independent decisions. Institute authority specifies well defined policies for the enhancement of qualitative educational system. The suggestions of the management are communicated to the teaching and non-teaching employees. Head of the institute assigns specific duties to faculties and administrative staff of the Institute on the basis of suggestions of the Management.

The institute promotes a culture of participative management. It has inculcated the practice of hearing the voices of all the stakeholders. Frequent meetings are held in both the departments where internal issues within the departments are discussed and resolved. Staff meetings are held to discuss issues. Faculty feedbacks are well appreciated and received by the heads of the departments and in turn the suggestions of heads of the departments are perceived well by the top management. Leadership in Institute always recognizes the significance of listening and interpreting the views of all the employees and hence practices this culture meticulously.

Problem-1: Complaints and grievance of students

Objective: Solution of students' grievances

Committee: Student Grievance Cell

Analysis: Institute has formulated Student Grievance Cell. It has given appropriate representation to Students and Teachers and non-teaching staff. The discussions and deliberations taking place in such meetings are well received. Suggestions made are open heartedly accepted and implemented. Matters raised include genuine expectations of students such as: Extension of Tea Break by 15 minutes, Hostel girls' Hot water issue, Mess timings for lunch and alternate Saturday working.

Outcome: Suggestions such as Extension of tea break by 15 minutes to make tea break of 30 minutes was accepted. Similarly hot water issue of Girls' hostel was resolved. The lecture sessions timings were restructured to accommodate the mess timings for lunch break.

Problem-2: Quality improvement initiatives

Objective: Deliberations and discussions with all stakeholders

Committee: Internal Quality Assurance Cell

Analysis: Institute has formulated Internal Quality Assurance Cell. It has given appropriate representation to Students, Teachers, Parents, Alumni and industry representatives. The discussions and deliberations taking place in the IQAC Meetings are well received. Suggestions made are open heartedly accepted and implemented.

Outcome: Suggestions such as encouragement for research orientation, placements, Entrepreneurship development, Website improvements, Extra Teaching Learning Tools etc. were part of discussions of IQAC.

In both the cases the participative approach is evident. The approach has always resulted into synergy and cordial relationships among stakeholders.

6.2 Strategy Development and Deployment

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

Response:

The institute is governed by Vidya Pratishthan Trust-Baramati. The regular meetings of faculty members are being conducted under the chairmanship of Director for implementation of its policies and plans. Semester wise comprehensive plan for overall quality enhancement is prepared and incorporated in the regular time table. Students need to imbibe the traits of a successful manager or entrepreneur.

In view of the above institute had set up entrepreneurship development cell. It has organized entrepreneurship awareness camps (2017-18). It has also associated itself with organizations such as BYST and EDII, Ahmadabad.

The world is becoming smaller and converting itself into global village. Old thoughts of getting into a bandwagon of a corporate and to engage oneself to a 9 to 5 job are fast evaporating. Now youth wishes to take business ventures and become successful game changer.

One of the major initiative of institute is to pursue and encourage rural and semi-urban youth to become entrepreneur. They have to engage themselves in activities providing platform for business aspirants to pitch their ideas.

1. Budding entrepreneurs desirous of new start-ups, approach the ED Cell. An arrangement is such that all kind of incubation help is extended by BYST, on every last Wednesday of the month. This has resulted into a good number of entrepreneurs taking advantage of the activity.

2. Start-Up Boot Camp:

- Start-up Boot Camp 2018 was organized on 24th Oct. 2018 (Govt. of Maharashtra)

The institute was chosen to organize a boot camp as a part of start-up activity. It included the encouragement for participants of all the age groups. The participants were supposed to pitch their ideas for business ventures.

- This program was aimed at,
 - To encourage budding entrepreneurs, students etc.
 - To provide platform for pitching business ideas
 - To conduct mentor sessions for the participants as well as conduct train the trainers program.
 - To establish entrepreneurship development cell
 - To shortlist viable business ideas for the finale.
 - To provide incubation support for selected few winners.
- A total of over 200 participants were registered for the event. 122 ideas were pitched. And judges shortlisted a total 32 ideas for grand finale at Nagpur. About 52 participants were registered for Train the Trainer Workshop organized during the day.
 - From among those 32 ideas selected for finale at Nagpur, top 3 cash prizes for the finale were bagged by Baramati based participants (from our Boot Camp)

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

Response:

Management takes responsibility to provide the facilities for learning and growth of the institute by providing budget under various heads for improving its infrastructure. It provides various scholarship schemes, promotes research activities and encourages Entrepreneurship by conducting Conferences/ Workshops. It helps students to meet the needs of the industry.

- **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan.**

The Institute has constituted different Committees. Teachers and non-teaching staff play an important role in the planning and implementation of activities in different spheres of institutional functioning. This ensures purposive planning resulting in to appropriate strategies to achieve predetermined goals.

- **Interaction with stakeholders**

The personal interaction of the institutional authorities with various stakeholders, faculty, non-teaching staff and the students ensures amicable relationships.

- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**

After consulting with the stakeholders the management analyzes the needs and decides the research inputs required. Then management designs the policies to ensure effective functioning of the institute.

In order to improve the performance of the students, internal assessment methodology is frequently reviewed and modifications are implemented.

- **Reinforcing the culture of excellence**

Institute always benchmarks itself against the best industry practices. It channelizes the procedures and practices with respect to the prevailing external environment.

- **Champion organizational change.**

The Director prepares the agenda for Governing Body meetings. Director takes care of all correspondence with the Governing Body, affiliating university and different stakeholders.

Institute ensures that the changes are smoothly and successfully implemented. And it helps institutional brand building. In order to accomplish this, Institute aligns stakeholders' expectations and communicates, and integrates staff efforts for growth.

- **Research & Development**

There is fully facilitated recognized research centre in the institute duly approved by the affiliating university. Institute encourages the teachers for research work. Most of the faculty members are engaged in active research work.

Infrastructure facilities like well-equipped laboratory for student learning as well as for faculty research are made available.

- **Human Resource Management**

Staff training takes place periodically. The institute recruits faculty members and staff based on the guidelines provided by the appropriate authorities. The institute provides for staff welfare schemes.

Utmost importance is given to the staff members and their needs.

- The service rules are transparent.
- Benefits like Provident Fund, Gratuity and Group Insurance.
- Staff members are entitled to other benefits like Casual, Earned, Medical, Special leaves and Vacation.
- Accommodation facility within the campus.
- Salaries are credited every month through bank to the salary account of the staff members.

6.2.3 Implementation of e-governance in areas of operation

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: C. Any 3 of the above

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

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

Response:

The management through the Head of the Institute involves the staff members in various activities related to the development of the institute. The staff members involve in various committees and strive for the betterment of students and institute.

IQAC meets frequently. The meetings had fruitful discussions to boost the quality of academic inputs given to students. One such meeting it was suggested that institutional website should be upgraded and up-

to-date information is hoisted thereon. This discussion took place in the IQAC meeting held.

The industry representative insisted that the website should sport attractive look and should invite attention with varied tabs providing information about the activities taking place from time to time.

Accordingly concentrated efforts were made and that decided the website is now updated accordingly and sports very attractive look. It is resourceful as well.

6.3 Faculty Empowerment Strategies

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

Response:

Teaching Staff:

Institute encourages each department and faculty member to conduct and attend seminars, workshops and to participate in other institutes and corporate bodies.

Management conducts faculty development programme. Institute conducts Training Programme with the various corporate houses and other educational institutes.

The institute encourages teaching staff for professional development:

- Each faculty member presents minimum one paper in National/International Conferences or Peer review journals every year.
- Each faculty member participates in at least one faculty development programme for every year.

To upgrade the skills of the faculty, the management of the institute encourages its staff members to register for higher studies. Following staff members are pursuing higher studies.

- The non-teaching staff is given training in IT skills and Soft skills.

Welfare facilities are as under:

Provident Fund

Gratuity

Maternity leave

Special Leave

Study Leave

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 18.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	04	04	02	03

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

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 4.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
04	03	04	7	5

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

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

Response: 3.36

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

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

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

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

Performance appraisal is done on annual basis. Director appraises the performance of both teaching and non-teaching staff. Performance appraisal is one of the annual affair. There is a self appraisal form filled in by individual staff member.

Director has personal discussion with the concerned staff. His / her achievements and/ or short comings are personally discussed and remedial measures are suggested.

On the basis of above mentioned discussions performance appraisal process is carried out.

On the basis of result analysis high performing faculty members are appreciated.

6.4 Financial Management and Resource Mobilization**6.4.1 Institution conducts internal and external financial audits regularly****Response:**

There is a Budget Committee comprising of management representatives, teaching and non-teaching staff that prepares annual budget. There is a separate mechanism in the form of Provision-Watch that helps the institute to monitor the provisions made and its utilization.

Institute makes sincere efforts to cater to the educational requirements of the students from rural area and underprivileged sections of the society. The available resources are effectively utilized by the management through proper and transparent accounting process.

Final accounts are regularly presented to the CA for review. Quarterly internal auditing is done. There is a budget committee for yearly budgeting comprising of teaching and non-teaching staff and management representatives. There is a mechanism called "Provision-watch" to monitor the utilization of budget.

The institute gets internal and external audit done. Internal audit is conducted on quarterly basis whereas external audit is also done as per the norms. There are no major audit objections. The audit of financial year 2018-19 was completed in the last week of May 2019.

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

Response: 0

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

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

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

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

Response:

The major source of institutional receipts is the fees collected from the students.

The Institute tries to raise additional funding from the other sources such as research, social projects. It also indulges in conducting training programmes and provides consultancy services. In order to balance the revenue and expenses side, institute has planned to commence new short courses to supplement and compliment existing programs.

A comprehensive budget is prepared on annual basis and put up for discussion of the top management. The major heads of expenses are listed out and proposal are made for allocation so that those funds could be made available as and when needed.

In case of deficiency of funds, the parent body bids to contribute. However as far as possible institute must balance its resources by resorting to self funding measures.

6.5 Internal Quality Assurance System

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

Response:

The institute has its IQA Cell with the Following composition:

1. Dr. Sateeshchandra Joshi	I/C, Director
2. Mr. Sanjay Jagtap	Admin Officer
3. Mrs. Asmita Argade	Admin Officer (Accounts)
4. Mr. Dhananjay Jamdar	Nominee of Employer
5. Mr. Ashish Pallod	Nominee of Industry
6. Dr. R. M. Shah	Member from Management
7. Ms. Rohini Gaikwad	Teacher Representative (MCA)
8. Mr. Mayank Kothawade	Teacher Representative (MCA)
9. Ms. Manisha Shelkande	Teachers Representative (MBA)
10. Ms. Meghana Sawant	Training and Placement officer
11. Ms. Vaishnavi Tilekar	Alumni Representative (MCA)
12. Ms. Gauri Surve- Pawar	Alumni Representative (MBA)
13. Mr. Pravin Bagal	Student Representative (MCA)
14. Ms. Shradha Jamdade	Student Representative (MBA)
15. Mr. Sagar Nimbalkar	Coordinator, IQAC

In the existing academic and administrative system, the institute has developed a mechanism of its own for quality assurance.

1. There is always positive response by the management to meet the requirement proposed by the IQAC.
2. The students play a major role in assuring quality of education imparted by the institute.

This is through their active participation in classrooms that the quality of the education is maintained. Students maintain punctuality and regularity in attending the class. Student's participation is also assured by involving them in Cultural and other activities. The students come forward to maintain the best practices evolved through academic and administrative systems.

1. The different committees set up by the Institute are always aware of the administrative needs.

The Examination, Timetable, Magazine, Disciplinary, Sports and Cultural Committees, are all constituted and equipped for quality assurance of the institute's administration. The academic and administrative systems in the institute have been quite effective to the enhancement of quality education. The academic quality of the institute is maintained by the teaching and learning processes. The administrative quality is maintained by the effective decentralization. Head of the institute conducts meeting regularly and ensures the quality of teaching.

The academic as well as the administrative working is further smoothed by the time to time training sessions being organized by the college for its teaching as well as the non-teaching staff. Personality

Development programme, Small workshops over the weekends, in the form of interactive sessions have helped the staff of the institute work in a better and more promising way.

1. IQAC conducts the **Administrative and Academic Audit (AAA)**. This audit comes out with a strong preview of both academic and administrative process. The pros and cons of these processes are identified corrective measures are suggested (video feedback of students about the understanding of the topic).
2. The subjects are allocated to the faculty as per their specialization. The faculty members are requested to submit their Teaching Plan before the commencement of the semester. This is verified by the Head of the Department. Senior faculty members are asked to review the teaching of junior faculty members (Faculty interventions). **Faculty interventions** include senior faculties sharing his or her experiential inputs for betterment of understanding of the students for courses such as legal aspects of business, digital business, MIS etc.

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

Response:

The faculty members are encouraged to conduct surprise tests, quizzes, etc. to monitor the academic progress of each student. Student's feedback on faculty members also improves the effective implementation of quality policies.

The institute has evolved a stakeholders' web by forming different platforms like Academic monitoring committee, Alumni, Parent Teacher Meet and various committees with a fair representation of students.

The IQAC in the planning process considers feedbacks collected from all the stakeholders to prepare perspectives on development. These developmental perspectives are discussed in the respective meetings of academic monitoring committee, Parent-Teacher Meet and Alumni. The reflections of the meetings are incorporated in the plan. Important decisions made by IQAC are intimated to the students through notice board and institute circulars. Student representatives play an important role in communicating the decisions made by the IQAC through the Vision, Mission statement, parent-teacher meeting and also through the website, appropriate changes are made.

Teaching learning reforms include,

1. Encouragement for self learning: It is important that students who have reached to post graduate level indulges in self learning mode to facilitate such self learning teaching faculties make it as a matter of initiative to ask student to prepare for any one unit of the course on self learning mode. They are encouraged to make seminar presentation on the topic which includes Q&A sessions.
2. Syndicate exercise (Peer and Group learning): Group activity ensures peer learning. The students are seldom divided into small groups to facilitate discussions on case studies, debate, poster presentations, movie club, wachan bhishi, mala kay vatat etc. This initiative requires little preparation. Outcome of such initiative is encouraging. Students were involved in data collection for survey conducted in the industrial area in the vicinity to know the human resource requirement as well as pattern of employment existing in such organization.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**Response:** 0.2**6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

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

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above**B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** D. Any 1 of the above

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

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

Response:

Ever since last accreditation cycle, institute has adopted appropriate methods to overcome the shortfalls faced during last five years. Major focus has been the most important stake holder viz. “students”. Institute has taken pains to prepare and deliver bridge courses which supplement the students with simple tools to understand the concepts.

It has also given importance to harness job related skills for students wanting placements. On the other hand efforts are also accelerated to enhance entrepreneurial skills and capabilities to start one’s venture successfully. Mentoring services are utilized through understanding with BYST.

There are handful of initiatives mentioned bellow to list the efforts which probably are aimed at right direction.

Institute has successfully implemented initiatives suggested by IQAC from time to time:

- 1.Design and implementation of bridge courses
- 2.Develop and deliver work related skill modules to make students job ready
- 3.Encouragement for Entrepreneurship Development
- 4.Conduct of job fair, Boot Up Camp for Start Up Yatra
- 5.Incubation support to budding entrepreneurs
- 6.More industrial visits
- 7.Earn while learn initiatives
- 8.Mentoring
- 9.Field assignments
- 10.Video Feedback
- 11.Video lectures for important topics by faculties
- 12.Life skill videos and ethics related sessions
- 13.Yoga
- 14.Celebration of memories of great leaders like Dr. A. P. J. Kalam, Sardar Vallabhbhai Patel, Dr. B.R. Ambedkar etc.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 3

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

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

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

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

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

Response:

Gender sensitivity:

There are several changes that are sweeping across the globe. Issues related genders are on forefront. Eve teasing, rapes, gender biases in employment, work place violence against women are also affecting academics, work place environment, legal, socio political and economic framework etc.

In addition to academic activities, students get benefit of various programmes and activities that are organized to integrate relevant issues especially related to gender, environment and sustainability, human values and professional ethics into the curriculum.

1. Handling of Grievances:

Gender issues are far relevant in the context of today's competitive world. Institute has set up Women grievance cell, Anti-ragging committees, student grievance cell to settle the issues of raised if any. Institute organizes special programmes for catering to the matters of gender equality, safety, hygiene and welfare.

The issues that are discussed include women related grievances, climate change, human rights, etc. Various faculty members during their interaction with Board of Studies members, express and communicate the need for including such issues and its redressal mechanism into the curriculum.

1. Safety and Security

Girls always feel secure in the college premises because college has made provision of 24 x 7 securities by Bharat Vikas Group (BVG), a private security agency. If the anti-social elements attempt to disturb college activity in any sense, students and staff is supported by a nearby police station. The lady police constables from 'Nirbhaya Squad' are very keen and They frequently visit the college campus in civil dress. All the programs conducted by staff and students are well supported by college discipline committee, private security guards of Bharat Vikas Group (BVG) and police system in and around college campus. Also Women's Grievance Cell is formed. For girl students staying in hostel, they are allowed to leave the hostel only after the permission from the Head of the Institute. In and out times are strictly maintained in the hostels for security purpose.

1. Counselling

A girl child education is considered as prime importance for the upliftment of society in terms of education. In order to keep safe and secure environment for girls, college has formed Women Grievance Committee, anti-ragging committee and discipline committee. These committees regularly keep strict supervision on day to day college activities and conduct regular meetings. Antisocial activities are always demoralized and discouraged by giving strict warnings or punishments. Parents and relatives are adequately informed about the complainants and action taken thereon. However confidentiality is maintained. Regular counselling is provided to needy students by senior lady faculty member/s as well as hostel in-charge. This ensures smooth handling of delicate emotional insecurities, home sickness and nervous feelings. Students frequently approach for consultation.

After admission process, regular counselling committee arranges lectures on stress management, emotions' handling, enhancement of self-confidence and developing positive attitude. These lectures help in upliftment of moral and development of positive attitude.

1. Common room: A separate, safe and secure common room is maintained for girl students. In these rooms girls feel safe and secured. They can rest assured and take refreshments and can easily consume their eatables. Common room contains attached toilets with enough water and soap facility to maintain hygiene.

College administration has taken all measures and precautions to maintain healthy, clean, environment friendly and comfortable campus in all aspects.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

Response: 47.62

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

Response: 5000

7.1.3.2 Total annual power requirement (in KWH)

Response: 10500

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 35.77

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

Response: 3756

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 10500

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

7.1.5 Waste Management steps including:

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

Response:

Waste management leads to hygienic working conditions. The health and hygiene of the students and staff is an area of concern. Institute has hired contractor services to deal with the issue of solid and liquid waste. It is imperative that the concerned contractor hires appropriate staff members to ensure the cleanliness and hygiene.

Institute has elaborate arrangements within the campus to get rid off solid and liquid wastes. It has dedicated staff from BVG group who look after house-keeping activities including disposal of solid and liquid waste.

However as regards e-waste management institute has method of accumulating periodically handing over such waste to the vendors of electronic equipments for safe and proper disposal.

It is really a challenging Endeavour to ensure that campus remains clean and healthy. All methods leading to clean hygienic and green campus are adopted.

Institute takes at most care about e-waste. It has genuine concern about e-wastage and the vendor responsible takes care of disposal of such waste.

File Description	Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Water Harvesting: The Institute is aware of the scarcity of water and judicious use of water. The rain water is deposited in a landscape holding area, a concave area with "edges" to retain water, where it is used by the plants. The Institute adopts depositing of roof top rain water into "barrels". The collected water is being used for plantation and garden in the Institute's campus.

Water recycling: The drought condition prevalent from the year 2000 compelled the search of additional source of water for maintaining the greenery of the campus. Most easily available source of water for the plants was the drainage water, which was going waste. In 2003, drainage water of the entire campus was connected through underground pipeline to a constructed tank at the Nakshatra- Garden complex. Thereby, about 3 to 4 Lakhs liters of water is accumulated per day. A special filter has been installed on the tank to filter about 1 lakh liter water per day. The filtered water as well as the raw water (unfiltered) is used for maintaining the plants and lawn of the entire campus.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**

- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Institute inspects and supervises the campus and its facilities internally. A team comprising of Head of the Institute, a person who looks after maintenance work and the gardener conducts audit once in a year to ensure that the campus remains green.

- Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads
- Plastic-free campus
- Paperless office (Two academic year’s files are maintained in soft copy on server)
- Green landscaping with trees and plants

There are global environmental, socio-economic and cultural challenges. It is imperative that each educational institution should pick up concerned threads and try to initiate certain activities resulting in near and clear solutions to emerging problems which are going to have bearing on quality of life of future generations are most likely to face.

These initiatives include:

- Use of bicycle at least once in a week
- Students are using public transport to reach the institute and going back to their homes.
- Campus follows norms of Pedestrians first
- Campus has taken serious note of plastic free campus
- Some initiatives are designed to use virtually least papers and try and digitize even the academic records.
- Institute campus is in absolutely scenic and green set up amidst green trees

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

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

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

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

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

Response: 0

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

during the last five years

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

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

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

Response: 1

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

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

File Description	Document
Report of the event	View Document

7.1.12

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

Response: Yes

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

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

Response: Yes	
File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations	
Response: Yes	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: No	
7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	
Response: 3	
7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years	

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

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

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

Response:

Great leaders not only motivate people from their era but these leaders also inspire generations to come. This is to about all the iconic leaders India had for years together. The national festivals such as independence and republic day are celebrated in the campus with pride and joy.

Leaders like late Dr. A P J Kalam, Sardar Vallabhbhai Patel and Dr. B R Ambedkar are fondly remembered in the form of reading hour, Ekata Divas and Samvidhan Divas.

The days celebrated are as follows,

- National festival of Independence Day and Republic day
- Celebration of memories of great leaders like Dr.A.P.J. Kalam, Sardar Vallabhbhai Patel, Dr. B.R.Ambedkar etc.
- Late Dr.Kalam's memories are organized through programs such as Reading Hour
- Sardar Patel is remembered with Ekta divas.
- Dr. Ambedkar fondly remembered through Samvidhan Diwas

File Description	Document
Any additional information	View Document

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

Response:

Matter of transparency is celebrated through Vigilance Week. Oath is administered to follow principle of transparency and to lead life free from corruption and illegal practices. Oath is also taken to be free from any kind of ill and harmful vices.

Financial – Institute maintains its books of accounts as per the legal framework. The same are audited by internal as well as statutory auditor. Since major receipts are from students in the form of fees, the students are advised to pay fees directly in the bank account. Necessary challans are prepared and handed over. The students receive official receipt for every rupee paid. Similarly student who are benefited by governmental scholarships are getting their benefits transferred to their Adhaar linked bank accounts.

Academic- Students are given complete idea about the program he/she has chosen. Teaching plan is prepared by the teaching faculty. Concurrent Evaluation Parameters are discussed in the respective class and conveyed. There is complete transparency about internal assessment. Students are given opportunity to improve their performance if not found satisfactory in the first instance.

Administrative- Students are given complete support with regard to deposition of fees, hostel accommodation, transport concessions etc. They are given complete cooperation during conduct of their internal as well as term end examinations held by affiliating university

Auxiliary- Sports and cultural activities are also integral part of academics. Every possible support is made available to the students. Since the sports facilities include usage of sports ground and equipments students are provided complete support to ensure smooth conduct of their sports activities. As regards use of auditorium, laboratory, library norms laid down in respective policies are strictly followed.

7.2 Best Practices

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

Response:

1. Mobile Computer Van (Computer On Wheels)

Context: Many villages in the country are deprived of educational inputs especially in computer education hence VIIT had taken up projects in districts like Chandrapur (Maharashtra), Dattewada and Surajpur(Chhattisgarh).

Objectives: To provide basic computer education to school going students to above mentioned districts.

Practice: The mobile computer vans are approaching the concerned schools. Students from the schools rush to parked vans. Vans are accompanied by teacher and computers. They are free to handle those computers and learn basic operations from the teacher.

This gives them lots of joy and confidence to handle these gadgets. A syllabus is devised which is delivered for the stipulated period.

Obstacles faced if any and strategies adapted to overcome them:

Access to those schools is many a times cumbersome and the roads approaching those locations are through remote and forest area. Hence it becomes increasingly difficult to consistently reach out to those students and provide them the education.

In spite of the obstacles due to the local help available these activities are carried out rigorously and the satisfaction derived from those efforts is matchless.

Impact: The response received from those students is encouraging however the constraints do not allow perseverance to the extent really warranted. Remoteness of the locations requires keen administrative supports from locals. If such support is possible the project can still be a reality.

Resources required: Funds and skilled teachers for distance locations is most required resource. Funding from corporate, Government, NGO's and CSR could be of great help.

2. Vasundhara Vahini Community Radio – An extension and Outreach Activity of VIIT

Context: Institute is located in a semi-urban and mostly agrarian background. There is acute need of entertainment coupled with agricultural information base. Hence VIIT had set up Vasundhara Vahini Community Radio and has been operating successfully since long.

Objectives: To entertain the semi-urban agrarian class of audience

To provide important information as and when available for farmers and women at home.

To design and implement community activity which provide entertainment and education both.

Practice: Community radio is one of the important entertainments for women at home, senior citizens and farmers. This radio is operated in two shifts, morning and evening. Programs like bhajan, bhaktigeet, health and safety matters, social and agricultural information is broadcasted. This radio has a broadcast range of 30 km vicinity of Baramati.

Obstacles faced and strategies used to overcome it: Sometimes there is a dearth of good voice persons to operate and produce programs of different genres.

However efforts are made to make use of available talent from artists and professionals hired or sometimes made available due to acquaintance.

Impact: This community radio has got positive impact on the minds of the listeners. The operating staff is admired by locals, senior citizens and schools going children and teaching fraternity. Since listeners are drawn from agrarian background they seldom enjoy the entertainment programs those providing agricultural and health related issues and information through a capsule of entertainment.

Resources required: Artists of varied talent and support from advertisers are the key resource.

3. Start-up Boot Camp 2018 organized on 24th Oct. 2018

- Title of the practice: Start-up Boot Camp 2018 organized on 24th Oct. 2018
- The context that required initiation of the practice: Govt. of India policy on encouragement for start-

ups and innovation. The policy was also strongly followed by Govt. of Maharashtra. Hence the institute was chosen to organize a boot camp as a part of start-up activity. It included the encouragement for participants of all the age groups. The participants were supposed to pitch their ideas for business ventures.

- This program was part of vision of Hon. Prime Minister Mr. Narendra Modi through Department of Industrial Policy and Promotion, Ministry of Commerce and Industry. Invest India, Maharashtra state innovation society. It also received patronage of Chief Minister of Maharashtra Mr. Devendra Fadanvis.
- Objectives of the practice: This program was aimed at,
 - To encouragement to budding entrepreneurs, students etc.
 - To provide platform for pitching business ideas
 - To conduct mentor sessions for the participants as well as conduct train the trainers program.
 - To establish entrepreneurship development cell
 - To shortlist viable business ideas for the finale.
 - To provide incubation support for selected few winners.
- The practice: Boot Camp for Start-up Yatra - an initiative of Maharashtra Innovation Center, Invest India, and Start-up India in association with Government of Maharashtra and Government of India was organized at VIIT campus. A total of over 200 participants were registered for the event. 122 ideas were pitched. And judges shortlisted a total 32 ideas for grand finale at Nagpur. About 52 participants were registered for Train the Trainer Workshop organized during the day.
 - Programme was inaugurated at the auspicious presence of Hon'ble Dr. Rajiv Shah, Member, Vidya Pratishthan, Mr. Dhananjay Jamdar, President, Baramati Chamber of Industries and Dr.Pawar, Ex-Vice Chancellor, D.Y. Patil University, Kolhapur.
 - Hon'ble Adv. Ashok Prabhune, Vice President, Vidya Pratishthan graced the occasion of Valedictory Moments of the Camp.
 - The Programme was successfully coordinated by Dr. S.P. Joshi, Mr. Ajit Adsul, Mr. Mayank Kothawade and Mr. Sanjay Jagtap along with the VIIT team members.
- Obstacles faced if any and strategies adapted to overcome them: It was challenging to reach out the aspiring participants. It was indeed a challenge to reach out to the participants from all the age groups from school to working professionals.
 - A comprehensive campaign in initiated and the boot camp received overwhelming response of 203 participants wishing to pitch their ideas. It was highest turnout at that point of time from among 14 venues for the boot camp.
- Impact of the practice: A total of over 200 participants were registered for the event. 122 ideas were pitched. And judges shortlisted a total 32 ideas for grand finale at Nagpur. About 52 participants were registered for Train the Trainer Workshop organized during the day.
 - From among those 32 ideas selected for finale at Nagpur, top 3 cash prizes for the finale were bagged by Baramati based participants (from our Boot Camp)
- Resources required: Local entrepreneurs were contacted to share their views about start-ups and overall idea of entrepreneurship.
-
- **4. Memorandum of Understanding with Bulls Eye (Aptitude Test Training) and Vajrasoft Inc. (Registering patents and copyrights and awareness about intellectual property rights).**
- Title of the practice: MoU signed with Bulls Eye (Aptitude Test Training) and Vajrasoft Inc. (Registering patents and copyrights and awareness about intellectual property rights).
- The context that required initiation of the practice: Students normally aspire best placement opportunities however they seldom have requisite aptitude and related skills to be successful.

Hence it becomes imperative to hone such skills and develop right attitude and aptitude. Students are hardly aware about the importance of patents and copy rights since only few are interested to become entrepreneurs.

- Objectives of the practice:
 - To develop right attitude and aptitude
 - To hone necessary skill sets for successful job hunt.
 - To know importance of patents in corporate.
- The practice:
 - There are two sets of students generally. One set expects challenging employment opportunities with the best organizations and the other set expects to work around innovative ideas to be able to become successful entrepreneurs.
 - To cater to the needs of both the group of students, it become increasingly necessary to identify such source from where both the needs could be satisfied. Developing right aptitude is also being done simultaneously through inputs given by faculty members however it still requires pinching by an outsider and bringing the students to know the harsh realities of their current status. This work therefore was anticipated through MoU signed with Bulls Eye.
 - Similarly there happens to be blind faith among entrepreneurs that every business idea is unique and only he or she possesses it. However it is seldom a situation and hence there is an acute need for getting overall knowledge patents and copyrights. Hence MoU is signed with Vajrasoft Inc.
- Obstacles faced if any and strategies adapted to overcome them:
 - In spite of efforts and follow up, it apparently has lukewarm response to both the MoUs. However concerted efforts are needed to yield desirable results in future. Even though this happens to be best practice, the outcomes would require some more time and energy to be spent on.
- Impact of the practice: The efforts put in to successfully implement both the MoUs had brought mixed results. On one hand there appears to be handful success on entrepreneurial front whereas the placements show encouraging results. Next year concerted efforts shall be put in to successfully implement the intentions of those MoUs.
- Resources required: The necessary infrastructure and resource persons were made available and would be made available in future as well.

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

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

Response:

Institute aims at overall development of its key stakeholders i.e. students. The vision and mission of institute envisages the change to be brought about in the rural youth. It is interesting that the students who

seek or gets admitted is drawn from diverse background. Essentially the students represent semi-urban or rural agrarian background. These students normally do not get the kind of academic inputs or learning environment as compared to their urban counter parts. The teaching faculty of VIIT strives hard to make these students better citizens with professional outlook.

The academic inputs given to such students are through multiple ways and methods provided in the form of student driven activities and events. These events try and cultivate valuable traits in the personality of these students. These habits are consciously inculcated e.g. punctuality, readiness to learn any new thing, better manners and soft skills. This ensures admirable change in their knowledge, skill, attitude and behaviour. Such change is evident from their overall personality and outlook. Students are given opportunity and responsibility to organize various events such as sports activities, cultural programs, seminar, conferences and workshops. These events teach these students ways and means to handle various human as well as non-human resources. They are made to accompany the guests, anchor the program, introduce the guests, manage the entire program right from desk agenda to valedictory function.

Due to the above efforts, student successfully participate, conducts and organize such events on their own and gain confidence, skills and behavioral tips to perform better in their respective corporate lives.

i. Academic performance: When these students seek admissions for the programs offered, they normally belong to average performer category. However the academic inputs administered on these students make them perform better and they elevate themselves for higher academic results. This is a notable change and could be observed while comparing their graduation percentage (qualifying for programs at admission level) and marks obtained after passing the program (post graduate level). The results are heartwarming.

ii. Changes in KSAB:

After undergoing the kind of academic surgery through various methods used to make the student an effective self learner the changes are absolutely evident in the following aspects of the personality of the student.

· **Knowledge:** Through various academic sessions, workshops, seminars and self study exercises students are able to gain knowledge about the surrounding business world and opportunities existing in the environment.

· **Skills:** Students acquire job related skills during the academic sessions and events participated. These skills include soft skills such as communication, etiquettes and manners, problem solving, analytical and logical related elements.

· **Attitude:** These students are drawn from diverse background. They normally get overwhelmed by the corporate environment. The interactions they have with the corporate personality, experience they get during industrial visits make them comfortable. These interactions help change their attitude significantly.

· **Behaviour:** Changes in behaviour are also evident. These students represent semi-urban or rural background; they gradually absorb the inputs given and slowly migrate from their earlier set of behaviour to more matured and controlled behaviour. These students learn to control their emotions and adopt more professional outlook towards life.

iii. Placement and Entrepreneurship: These students become an employee material after going through the rigorous academic sessions along with the skill related inputs absorbed by them. These students get moderate sized organizations for their placements. Few of the students also venture to become entrepreneurs. Female students are found to be at dilemma as to they should chose placement or opt for marriage proposals.

iv. Life skills: Students learn life skills only after they are made to realize their individual abilities to shoulder family responsibilities. They learn to take responsibility for their own deeds. They start to realize that their family expects them to take lead and become wiser citizen. They also learn to control the emotions and understand to develop interpersonal skills to be able to adjust even to odd situations. These situational skills are giving the students ability to face the challenges thrown and mitigate the differences.

Events organized include,

- Startup Yatra (Boot Camp): Creativity, Analytical, Presentation and possibility thinking skills.
- Incubating services and collaborative activities with BYST and EDII Ahmadabad- Entrepreneurial skills, Risk Assessment and Budgeting.
- Six sigma certification – Green Belt- 5 MBA Students received a UK Accredited Certificate from AIQM. Minimization of wastage, zero defects and lean management.
- Alumni Association- Interaction with students for increased employability skills. Campus to corporate journey Wisdom.
- Job related skills Development- Bridge Course Initiatives- MS-Excel, GST, Selling skills, Analytical skills, Simple Statistical tools etc. Being job ready, increased awareness about the nitigitties of workplace, team awareness.

The above exercise and efforts are the hallmark of initiatives taken up by one and all of VIIT. These efforts definitely bring fruits which the students would continue to enjoy throughout their lives.

5. CONCLUSION

Additional Information :

Our institutions' vision, mission and goals are to reach out to those unprivileged rural youth who are miles away from knowledge of technology and management. Quality education to rural youth has been our major focus since the institute is established in rural part of India (Baramati, Dist. Pune).

There has been significant change in the sphere of technology and management. In the era of globalization, it has become absolutely relevant to set the benchmark for the quality in all spheres of organizational operations.

In order to add to the facets of academic programmes conducted in the Institute. In the academic year 2019-20 Institute had initiated the process of introducing various programmes to supplement and compliment information technology inputs to aspiring students both at Secondary School level and Under-graduate level by programmes like

- B-VOC in Software Development & System Administration- Eligible for admission 10+2 with Mathematics
- Orientation course for Six Sigma- Students, Industry professionals, entrepreneurs etc.
- Office automation short courses offered by C-DAC.- Anyone who wish to pursue Min. 10th Standard education
- Distance Learning MBA- Affiliated to Savitribai Phule Pune University (School of Open Learning) – Minimum Graduate of any stream with Industry Experience.

The above initiatives are taken to have flexibility and increased bandwidth of academics to facilitate effective learning.

B-VOC courses are aimed at creating skilled work force especially for IT sector. Courses such as Six sigma are industry oriented and supports the person with knowledge base and skills needed to minimize waste and ensure Zero Defect. It equips the individual with ability to control costs and maximize profits.

Office Automation short term courses are to supplement the knowledge and skill base of main programmes offered i.e. MBA and MCA. The certification adds value to the resume of the individual and makes him employable.

The initiatives are in line with the Vision and Mission of the Institute.

Concluding Remarks :

The institute is one of the premier Information Technology Education Centre. It caters to the needs of youths in the vicinity of Baramati, a semi-urban place. We are very much aware of the fact that the dimensions of the quality of IT and Management education and institutes keeps on changing rapidly. In addition, the quality cannot be assessed in isolation. It is considered to be a relative attribute. One has to monitor the national and global trends in the quality of IT and Management education and research. There is a need to self-assess itself

as a centre of Higher Education and Learning.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>01</td> <td>00</td> <td>01</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>00</td> <td>00</td> <td>00</td> <td>01</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	00	01	00	01	01	2018-19	2017-18	2016-17	2015-16	2014-15	01	00	00	00	01
2018-19	2017-18	2016-17	2015-16	2014-15																	
00	01	00	01	01																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
01	00	00	00	01																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 369</p> <p>Answer after DVV Verification: 292</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>183</td> <td>154</td> <td>140</td> <td>98</td> <td>147</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>00</td> </tr> </tbody> </table> <p>Remark : The HEI was requested to provide the authority for introducing these value-added courses and the necessary brochures for each of them. HEI was required to highlight the syllabus part of the claimed courses which makes it a value-added course imparting transferable and life skills offered (during the last five years). The HEI was requested to provide year wise and course wise time table for conduct. The names list in the concurrent courses has the same students. The course duration</p>	2018-19	2017-18	2016-17	2015-16	2014-15	183	154	140	98	147	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	00
2018-19	2017-18	2016-17	2015-16	2014-15																	
183	154	140	98	147																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	00																	

	is 04-05 days with Sunday 15 Sep 2018 included. The HEI has not furnished certificate of contact hrs to be minimum 30 hrs.
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 102</p> <p>Answer after DVV Verification: 00</p> <p>Remark : As per the HEI statement in the response dialogue box.</p>
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships</p> <p>Answer before DVV Verification : 88</p> <p>Answer after DVV Verification: 88</p>
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise</p> <p>Answer before DVV Verification : B.Any 3 of the above</p> <p>Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : The HEI was requested to attach 05 forms filled by each element of the feedback system. The HEI was requested to provide these 05 filled forms together with the analysis and action taken on each of these. The HEI has provided google forms with no date. The option of feedback on-line does not show up on the website. The NAAC link on the portal is specific to SSR and not permanent part of the website. The HEI has attached the college policy (undated) and the structure of the feedback system on curriculum, signed by the principal. The HEI has not provided proof of the system of feedback on curriculum. The HEI to provide a visible working link on the website. Feedback link is not visible. In the absence of the on-line website supported feed back, forms of Alumni cannot be considered.</p>
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : C. Feedback collected and analysed</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : As per 1.4.1 The HEI was requested to attach 05 forms filled by each element of the feedback system. The HEI was requested to provide these 05 filled forms together with the analysis and action taken on each of these. The HEI has provided google forms with no date. The option of feedback on-line does not show up on the website. The NAAC link on the portal is specific to SSR and not permanent part of the website. The HEI has attached the college policy (undated) and the structure of the feedback system on curriculum, signed by the principal. The HEI has not provided proof of the system of feedback on curriculum. The HEI to provide a visible working link on the website. Feedback link is not visible. The link under pulldown NAAC head, has analysis but no action taken report.</p>

2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>87</td> <td>95</td> <td>90</td> <td>89</td> <td>125</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>87</td> <td>105</td> <td>92</td> <td>92</td> <td>133</td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 815 1046 949"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>120</td> <td>120</td> <td>120</td> <td>180</td> <td>180</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1028 1046 1162"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>138</td> <td>138</td> <td>138</td> <td>198</td> <td>198</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialogue and the HEI data attached in response. As per the Excel data the HEI has 18 sanctioned seats for PhD every year. (Ref university affiliation letter attached with the IIQA).</p>	2018-19	2017-18	2016-17	2015-16	2014-15	87	95	90	89	125	2018-19	2017-18	2016-17	2015-16	2014-15	87	105	92	92	133	2018-19	2017-18	2016-17	2015-16	2014-15	120	120	120	180	180	2018-19	2017-18	2016-17	2015-16	2014-15	138	138	138	198	198
2018-19	2017-18	2016-17	2015-16	2014-15																																					
87	95	90	89	125																																					
2018-19	2017-18	2016-17	2015-16	2014-15																																					
87	105	92	92	133																																					
2018-19	2017-18	2016-17	2015-16	2014-15																																					
120	120	120	180	180																																					
2018-19	2017-18	2016-17	2015-16	2014-15																																					
138	138	138	198	198																																					
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1599 1046 1733"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>46</td> <td>52</td> <td>39</td> <td>51</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1812 1046 1946"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>47</td> <td>53</td> <td>40</td> <td>54</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialogue and the HEI data attached in response.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	40	46	52	39	51	2018-19	2017-18	2016-17	2015-16	2014-15	40	47	53	40	54																				
2018-19	2017-18	2016-17	2015-16	2014-15																																					
40	46	52	39	51																																					
2018-19	2017-18	2016-17	2015-16	2014-15																																					
40	47	53	40	54																																					

2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 09 Answer after DVV Verification: 07</p> <p>Remark : The HEI was requested to provide a self attested list of the teachers using ICT enabled facility (for teaching and lecturing) along with the SUBJECT for they use ICT (and the installed facility). Based on the ppt, prepared by the faculty, uploaded on the HEI website the number of teachers using ICT the input is amended.</p>																				
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 09 Answer after DVV Verification: 08</p>																				
2.4.3	<p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 108.6 years Answer after DVV Verification: 115 years</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1559 1046 1693"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	0	1	1	1	1	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	1	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	1	1	1	1																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	1	0																	
2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 72 Answer after DVV Verification: 73</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 82</p>																				

Answer after DVV Verification: 83

Remark : As per the HEI data attached in response.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	4.24	00	06

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0.87	00	3.42	00	00

Remark : As per the HEI statement in the response dialogue and the HEI data attached in response. The amount is counted as per realization.

3.1.2 Percentage of teachers recognised as research guides at present

3.1.2.1. Number of teachers recognised as research guides

Answer before DVV Verification : 02

Answer after DVV Verification: 01

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

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

Answer before DVV Verification : 12

Answer after DVV Verification: 00

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

Answer before DVV Verification : 77

Answer after DVV Verification: 22

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : The HEI did not attach any photograph with the Metric. Support document in the form of a report with photographs was requested to be attached. There is no report with photographs. As per the HEI statement in the response dialogue and the HEI data attached in response.

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

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

Answer before DVV Verification : 01

during the last five years

Answer before DVV Verification : 05

Answer after DVV Verification: 01

3.3.3.2. Number of teachers recognized as guides

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the HEI statement in the response dialogue and the HEI data attached in response. Only IJRAR, IJMR, IERJ and IJRSS considered as claimed by the HEI.

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

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

Answer before DVV Verification:

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

01	01	01	01	01
----	----	----	----	----

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	02	00	03

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
04	3.05	4.5	23.5	9.25

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

--	--	--	--	--

2018-19	2017-18	2016-17	2015-16	2014-15
1.78	0.92	3.65	0.53	1.93

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1.70	0.92	3.69	0.53	1.84

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5.2	5.05	5.45	25.7	10.6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5.2	5.05	5.45	25.7	10.6

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
00	57	44	68	65

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

01	02	05	01	01
----	----	----	----	----

Answer After DVV Verification :

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

Remark : As per the HEI statement " As and when needed students carry out sports activities, and cultural activities are organized at the time of fresher's party and annual gathering" in the response dialogue and the HEI data attached in response. As per the above statement the activities are not competitions organised at the institution level. The HEI has claimed Spandan 2014 for which supporting documents are provided. However this activity was conducted in Feb 2014 nd is not eligible. Personality development programme, Freshers' , farewell are not eligible. The HEI has claimed based on routine activities and not specific sports and cultural activities/ competitions organised at the institution level per year.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the HEI statement in the response dialogue and the HEI data attached in response.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
04	04	06	07	05

Answer After DVV Verification :

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

01	04	04	02	03
----	----	----	----	----

Remark : As per the HEI statement in the response dialogue and the HEI data attached in response.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
09	05	08	16	11

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
04	03	04	7	5

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
04	04	06	07	05

Answer After DVV Verification :

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

Remark : As per the HEI statement in the response dialogue and the HEI data attached in response.

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

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

Answer before DVV Verification:

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

06	04	05	05	03
----	----	----	----	----

Answer After DVV Verification :

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

Remark : As per the HEI statement in the response dialogue and the HEI data attached in response. The HEI has provided only numbers in Excel and no description of the quality initiatives by IQAC for promoting quality. The HEI was advised to provide quality initiatives by IQAC for promoting quality and provide minutes where these are recommended by the IQAC (the relevant extract of minutes of the meeting to each claimed activity to be attached). This HEI has attached minutes but there are no Quality Initiatives which are highlighted.

6.5.4 Quality assurance initiatives of the institution include:

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

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

Answer After DVV Verification: D. Any 1 of the above

Remark : As per the HEI statement in the response dialogue and the HEI data attached in response. Only AQAR's considered.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
02	00	02	03	01

Answer After DVV Verification :

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

00	01	01	01	00
----	----	----	----	----

7.1.3	<p>Alternate Energy initiatives such as:</p> <ol style="list-style-type: none"> Percentage of annual power requirement of the Institution met by the renewable energy sources <p>7.1.3.1. Annual power requirement met by the renewable energy sources (in KWH) Answer before DVV Verification : 10500 Answer after DVV Verification: 5000</p> <p>7.1.3.2. Total annual power requirement (in KWH) Answer before DVV Verification : 10500</p>																				
7.1.4	<p>Percentage of annual lighting power requirements met through LED bulbs</p> <p>7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH) Answer before DVV Verification : 9450 Answer after DVV Verification: 3756</p> <p>7.1.4.2. Annual lighting power requirement (in KWH) Answer before DVV Verification : 10500</p>																				
7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> Physical facilities Provision for lift Ramp / Rails Braille Software/facilities Rest Rooms Scribes for examination Special skill development for differently abled students Any other similar facility (Specify) <p>Answer before DVV Verification : C. At least 4 of the above Answer After DVV Verification: D. At least 2 of the above</p> <p>Remark : As per the HEI statement in the response dialogue and the HEI data attached in response. The HEI has provided photographs (not geotagged) of toilet and authority letter for scribe. The Lift agreement will commence only in FEB 2020.</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years</p> <p>7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>03</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	00	00	00	03	12	2018-19	2017-18	2016-17	2015-16	2014-15					
2018-19	2017-18	2016-17	2015-16	2014-15																	
00	00	00	03	12																	
2018-19	2017-18	2016-17	2015-16	2014-15																	

00	00	00	00	00
----	----	----	----	----

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	03	12

Answer After DVV Verification :

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

Remark : As per the HEI statement in the response dialogue and the HEI data attached in response. Only activity of Mega Market is relevant. Industrial visits and Auditorium talks, career awareness are not initiatives taken to engage with and contribute to local community.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
01	03	00	00	00

Answer After DVV Verification :

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

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 813 Answer after DVV Verification : 304

2.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 271 986 383"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>207</td> <td>205</td> <td>170</td> <td>214</td> <td>336</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 461 986 573"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>207</td> <td>216</td> <td>178</td> <td>238</td> <td>336</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	207	205	170	214	336	2018-19	2017-18	2016-17	2015-16	2014-15	207	216	178	238	336
2018-19	2017-18	2016-17	2015-16	2014-15																	
207	205	170	214	336																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
207	216	178	238	336																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 775 986 887"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>72</td> <td>72</td> <td>108</td> <td>108</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 965 986 1077"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>80</td> <td>79</td> <td>73</td> <td>115</td> <td>116</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	72	72	72	108	108	2018-19	2017-18	2016-17	2015-16	2014-15	80	79	73	115	116
2018-19	2017-18	2016-17	2015-16	2014-15																	
72	72	72	108	108																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
80	79	73	115	116																	
2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1234 986 1346"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>85</td> <td>81</td> <td>53</td> <td>117</td> <td>143</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1424 986 1536"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>85</td> <td>81</td> <td>56</td> <td>146</td> <td>203</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	85	81	53	117	143	2018-19	2017-18	2016-17	2015-16	2014-15	85	81	56	146	203
2018-19	2017-18	2016-17	2015-16	2014-15																	
85	81	53	117	143																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
85	81	56	146	203																	
3.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1695 986 1807"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>09</td> <td>14</td> <td>16</td> <td>19</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1886 986 1998"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>13</td> <td>16</td> <td>19</td> <td>19</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	09	14	16	19	19	2018-19	2017-18	2016-17	2015-16	2014-15	8	13	16	19	19
2018-19	2017-18	2016-17	2015-16	2014-15																	
09	14	16	19	19																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
8	13	16	19	19																	
3.2	<p>Number of sanctioned posts year-wise during the last five years</p>																				

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	24	28	32	32

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	25	28	32	32

NAAC