



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**DR D Y PATIL SCHOOL OF MANAGEMENT**

**DR D Y PATIL KNOWLEDGE CITY, CHARHOLI (BK.), VIA LOHEGAON, PUNE**

**412105**

**[www.dypsom.com](http://www.dypsom.com)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Dr D Y Patil School of Management (DYP-SOM) was established in Jul 2010 under the authority of All India Council for Technical Education (AICTE) New Delhi vide their letter No. F. No WEST/1-3847411/2010/NEW dated 13 Jul 2010 and Savitribai Phule Pune University (SPPU) letter No. CA/4655 dated 15 Dec 2010 under which affiliation to the university was granted. The Institute offers MBA programme with yearly intake of 180.

The Institute is the most preferred management Institute in Pune region of Maharashtra. We strive continuously to enhance quality of the Institute to include the quality of teaching, curricular and co-curricular activities so that the students of this Institute play a significant role in the development of the nation and for the betterment of humanity.

D Y Patil Educational Trust plays an important role in policy formulation, implementation, co-ordination and in providing resources. The academic council is guided by the rules and regulations of Savitribai Phule Pune University, the affiliating university. Internal Quality Assurance Cell (IQAC) functions in areas of quality maintenance and up-gradation.

Members of the faculty are encouraged to carry out research. Efforts have been taken to establish a research centre affiliated to SPPU in the Institute for creating further excellence.

Accreditation by NAAC has provided an impetus to the on-going process of quality improvement. The steering committee has been working round the clock. SSR has been a memorable learning experience. Strengths, weaknesses, opportunities and challenges of the Institute have been given in succeeding paragraphs.

### Vision

DYPSOM aspire to be a frontrunner in Managerial education at national level by making students **methodically superior** and **ethically strong** having **enterprise spirit** with an **inclusive mind-set**.

### Mission

We are committed to provide wholesome education in Management to enable aspiring students to utilize their fullest potential and become professionally competent by providing;

- Well qualified, experienced and professionally trained faculty.
- State-of –the-art infrastructural facilities and learning environment.
- Encouraging environment for research and development
- Delight to all stakeholders.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### **Institutional Strength**

- State of the art Infrastructure
- State of the art library
- Demographics advantages with a large industry hub
- 38 years of standing of the parent trust
- Strong alumni base
- Highly qualified and dedicated faculty members
- Visionary leadership
- Good staff retention
- Strong industry institute interaction
- Eight weeks mandatory In-Plant training (IPT)
- Adequate Infrastructure
- Good University results
- Good Team work
- Better brand image in the society
- Good Teaching Learning Process
- High speed internet leased line (1 Gbps)
- Consistent performance of students on curriculum and extracurricular activities.

### **Institutional Weakness**

- Because of primary education of the students in vernacular language, the students are weak in English communication

### **Institutional Opportunity**

- Providing innovative solution to rural development problems
- Providing consultancy to the various nearby industries.
- Networking with other premier institutes and research organizations

To apply and receive research grant from various govt. funding agencies like ICSSR, Ministry of MSME, UGC etc.

### **Institutional Challenge**

- To reduce the gap between the skill sets with students and industry expectations
- Involvement of industry professionals
- Improving the quality of students being admitted
- Quality research work

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Being an affiliated Institute to SPPU, Pune the Institute follows the curriculum designed by the university. Therefore, the Institute has less flexibility in terms of syllabus. Structured and systematic planning and implementation of the curriculum is the main task of the Institute. The Institute adheres to the guidelines given by AICTE/UGC and other relevant regulatory bodies. The Institute focuses on enhancing the employability of the students by offering best of the faculties, infrastructure and self-development activities. The Institute is always trying to improve the quality of curriculum planning and implementation by benchmarking, competency building and offering best of the resources. Feedback from stakeholder is an important tool for continuous improvement.

### **Unique Features in Curriculum Planning and Implementation**

- a) Structured and systematic planning and implementation of curriculum.
- b) Excellent support system to faculty members for planning and implantation of curriculum.
- c) Activity based and participative teaching process.
- d) Unique system for awarding internal marks as a means to holistic development of students.
- e) Consistent efforts for enhancement of employability of students.
- f) Continuous monitoring and review of curriculum implementation.
- g) All time enrichment of curriculum by conducting Institutional activities and offering infrastructural support.
- h) Critical analysis of feedback of stakeholders and timely changes in curriculum planning and implementation.
- i) Regular interaction with industry through placement and other activities for recommending necessary amendments to curriculum.
- j) Various value added activities regarding human rights, moral and ethical values, better career options, health consciousness, environmental consciousness and community orientation.

### **Teaching-learning and Evaluation**

- a) The Institute follows regulations of SPPU and DTE for the selection of candidates which is through the Common Entrance Test conducted by the state government and through various national level admission tests conducted by various other agencies.

- b) The performance of students in the internal examination conducted by the Institute at the time of admission serves as the basic indicator of the student's knowledge and skills. Three days orientation programme is organized for the newly admitted students.
- c) At the onset of every semester, the Academic Committee of the college prepares an academic calendar which summarizes the events, examinations and other activities planned in that particular semester.
- d) Teaching is based on course plan made by the faculty and approved by Dean-Academics and the Director.
- e) High difficulty level assignment is given to advance learners and tutorials are arranged for weak students.
- f) Teaching-learning strategies include interactive learning (group discussions, presentations, book review, role plays, case studies), independent learning (individual presentations, writing articles, book review, business plan) and collaborative learning (assignments/projects given to group of students).
- g) The whole examination process is fully transparent and secure. Student progress is made available to students and parents through progress report cards available with guardian faculty members (GFM).
- h) The Institute facilitates extensive use of information and communication technology (ICT) in teaching and learning.

### **Research, Innovations and Extension**

- a) The Institute has dedicated research centre which is responsible for all research activities. The research activities include guiding members of faculty and students in research work and conduct research activities in the Institute.
- b) The Institute has sufficient infrastructure like experienced faculty members, rich library, e-journals, journals, online resources and magazines etc. for conducting research. The management of the Institutes also encourages and supports research work by giving sponsorships and incentives. Faculty members are given special leave and monetary support if their research work is accepted for publication with impact factors.
- c) One hundred and ninety one (191) papers were published by the members of faculty in national and international conferences/journals.
- d) Six (6) faculty members are pursuing their Ph.D. in their specialized subjects. The Institute has also organized faculty development program (FDP) for the members of the faculty.
- e) Many International, national & State conferences was organized by the Institute. Total Three Hundred & Forty One (341) research papers were presented in these conferences by faculty members, research scholars and students. The conference souvenir is being published with the ISBN number.
- f) The Institute has signed MoUs with many organizations for imparting knowledge to the students, resource sharing and for carrying out research work. All collaborations have enriched the knowledge of our students in multidisciplinary domains.
- g) The Institute has established Incubation and Consultancy for giving opportunities to students and faculty to

apply their knowledge in practice.

### **Infrastructure and Learning Resources**

- a) The Institute has ample infrastructure as required by a management Institute to conduct all types of curricular, co-curricular and extracurricular activities. The Institute, with its gross build up area of 10888.88 sq m., is located in approximately 12 acres of serene and green Dr D Y Patil Knowledge City in the Lohegaon area of the Pune city.
- b) It has well equipped computer laboratories and centers, library with all the modern e-amenities, auditorium, seminar halls, common areas and class rooms equipped with modern ICT tools for intense learning. The Institute avails the impeccable and state of the art auditorium where 250 people can assemble for any central activity.
- c) The Institute's library functions in a built-up area of 484 sq m. A separate reference section is also available to cater for the requirements of researches and project-works conducted by students and faculty.
- d) Libraries with their constant up-gradation in the form of the purchase of updated versions of books ensure quality of material available.
- e) Boys and girls hostels with canteens, spacious playgrounds, lawn tennis ground, gymnasium, parking, and swimming pool are available.
- f) The Institute makes adequate budgetary provisions for the up-gradation of infrastructural facilities including housekeeping, maintenance of buildings, plants, lawns, flower beds and security.

### **Student Support and Progression**

- a) The students are the primary stakeholders of the Institute. Policies of the Institute are based on the mission and vision and commitment of the Institute to students and all other stakeholders.
- b) The Institute provides facilities for the benefit of students like skill development in business communication, computer literacy, general awareness, aptitude testing, etiquette training and TPO's assistance.
- c) Review of results and activities is carried out to see congruence between the institutional commitment and the actual achievements.
- d) Counselling services are made available to the students in various forms, such as in academics and behavioral aspects to improve their performance in studies as well as in soft skills. Academic and personal counselling is done by GFM as well as other faculty members.
- e) Different committees have been constituted for the welfare and involvement of students such as Student Council, Grievance Redressal Committee, Anti-ragging Committee, Anti Sexual Harassment Cell, Placement Committee, Library Committee, Alumni committee and so on.

f) The Institute provides sports facilities for the indoor and outdoor games.

The Institute supports activities that are held during academic session such as cultural activities, sports activities and competitions at local, state or national level.

### **Governance, Leadership and Management**

a) D Y Patil Educational Trust and the Local Governing Council represent top governance and leadership entities of the Institute. The Director as the head of the Institute is responsible for academic administration, management, and improvement of assets and financial resources of the institution along with Dean-Academics & Head of the Department. Governance is based on participative, goal and value-oriented principles towards imparting and creating knowledge. As provided in the DYP SOM rules, the following authorities have been constituted:

- I. Local Governing Council
- II. Academic Council
- III. Research Committee

b) The Institute ensures the following:

- I. Academic excellence with the support from its Academic Council, and various committees as ingrained in the vision and mission of the Institute.
- II. Measures taken by the Institute for attracting and retaining eminent faculty.
- III. Welfare schemes given by the Institute to the teaching and non-teaching staff.
- IV. Quality up gradation of its employees, both teaching and nonteaching staff who are encouraged to participate in training programs / Seminar / Conferences by granting leave and financial assistance.
- V. The Institute has developed an effective performance appraisal system both for teaching and non-teaching staff. It includes self-appraisal, and appraisal by the Director.
- VI. Tie up with industry and industrial organizations.
- VII. Student centric functioning of the Institute and activities.

### **Institutional Values and Best Practices**

a) The Institute always strives to adopt best practices in teaching-learning process to impart quality education to the students. There are many innovations and best practices implemented in the Institute. Some of the innovations are:

- In addition to curriculum of the university the Institute has designed value addition capsules of magic Friday activity, general awareness, business communication, aptitude tests, , etiquettes, TPO?s guidance and sports activity aimed at grooming of the students.

- The Institute organizes educational tours to give students a countrywide industrial exposure.

- The Institute has automated teaching learning processes through Impartus.

b) The Institute has also implemented best practices which have contributed to achieving the institutional objectives and to the improvement of quality. These are as under:

- Value addition curriculum to improve skills of the students.

- Student Progress Card which gives complete record of a student at a glance.

- Financial assistance to those who are economically weak students.

- Encouraging and sponsoring research related activities.

- Relationship and interaction with industry and industrial organizations.

- Social responsibility of the Institute.

c) The Institute always strives to promote environment consciousness among its stakeholders. Some of the initiatives are:

- Tree plantation.

- Use of LED bulbs instead of traditional tube lights/bulbs.

- Solar energy for street lights within the campus.

- Recycled water is used for gardening.

- Rain water harvesting

- Creating awareness amongst the students and faculties about PUC check-ups, helmet, smoking etc



## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | DR D Y PATIL SCHOOL OF MANAGEMENT                               |
| Address                         | Dr D Y Patil Knowledge City, Charholi (Bk.), Via Lohegaon, Pune |
| City                            | Pune  |
| State                           | Maharashtra   |
| Pin                             | 412105  |
| Website                         | <a href="http://www.dypsom.com">www.dypsom.com</a>              |

| Contacts for Communication |                  |                         |            |     |                      |
|----------------------------|------------------|-------------------------|------------|-----|----------------------|
| Designation                | Name             | Telephone with STD Code | Mobile     | Fax | Email                |
| Director                   | Eknath B Khedkar | 020-67077911            | 9325082268 | -   | khedkar@dypic.in     |
| IQAC / CIQA coordinator    | Goutam Saha      | 020-67077912            | 8329142146 | -   | goutam.saha@dypic.in |

| Status of the Institution |                |
|---------------------------|----------------|
| Institution Status        | 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 | 01-01-2010 |

**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 | <a href="#">View Document</a> |

**Details of UGC recognition**

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

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

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks                        |
|--------------------------------|---|--------------------------------|--------------------|--------------------------------|
| AICTE                          | <a href="#">View Document</a>                                 | 10-04-2017                     | 12                 | Approval for one academic year |

**Details of autonomy**

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

**Recognitions**

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

| <b>Location and Area of Campus</b> |   |                  |                             |                                 |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>  | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | Dr D Y Patil Knowledge City, Charholi (Bk.), Via Lohegaon, Pune | Urban            | 12                          | 13000                           |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| PG  | MBA, Management                 | 24                        | Graduation                 | English                      | 120                        | 118                            |
| Doctoral (Ph.D)   | PhD or DPhil, Research Centre   | 36                        | Post Graduate              | English                      | 25                         | 8                              |

### Position Details of Faculty & Staff in the College

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 2                |        |        |       | 3                          |        |        |       | 12                         |        |        |       |
| Recruited   | 2                | 0      | 0      | 2     | 1                          | 2      | 0      | 3     | 7                          | 5      | 0      | 12    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 10           |
| Recruited   | 6           | 4             | 0             | 10           |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

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

### **Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | 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.                        | 2                | 0      | 0      | 1                          | 2      | 0      | 0                          | 0      | 0      | 5            |
| M.Phil.                      | 1                | 0      | 0      | 1                          | 1      | 0      | 0                          | 0      | 0      | 3            |
| PG                           | 2                | 0      | 0      | 1                          | 2      | 0      | 7                          | 5      | 0      | 17           |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | 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            |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | 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            |

| <b>Details of Visting/Guest Faculties</b>                         |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
|   |             | 0             | 0             | 0            |

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

| <b>Programme</b> |        | <b>From the State Where College is Located</b> | <b>From Other States of India</b> | <b>NRI Students</b> | <b>Foreign Students</b> | <b>Total</b> |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| Doctoral (Ph.D)  | Male   | 3  | 0                                 | 0                   | 0                       | 3            |
|                  | Female | 5  | 0                                 | 0                   | 0                       | 5            |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |
| PG               | Male   | 53   | 15                                | 0                   | 0                       | 68           |
|                  | Female | 35   | 15                                | 0                   | 0                       | 50           |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Programme</b>   |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 9             | 4             | 16            | 21            |
|  | Female | 0             | 3             | 8             | 7             |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 0             | 0             | 2             | 0             |
|  | Female | 0             | 1             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 1             | 2             | 11            | 13            |
|  | Female | 1             | 1             | 3             | 6             |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 33            | 35            | 55            | 50            |
|  | Female | 12            | 20            | 22            | 19            |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 2             | 1             | 14            | 9             |
|  | Female | 1             | 0             | 1             | 4             |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>59</b>     | <b>67</b>     | <b>132</b>    | <b>129</b>    |

### 3. Extended Profile

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#### 3.1 Program

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

Response: 2

Number of self-financed Programs offered by college

Response: 2

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

Response: 1

#### 3.2 Students

Number of students year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 129     | 132     | 67      | 59      | 98      |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 90      | 90      | 90      | 90      | 60      |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 82      | 43      | 46      | 74      | 33      |

Total number of outgoing / final year students

Response: 82

#### 3.3 Teachers



**Number of teachers year-wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 17      | 24      | 20      | 18      | 16      |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 17      | 24      | 20      | 18      | 16      |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 24      | 24      | 24      | 20      | 16      |

**Total experience of full-time teachers****Response: 180****Number of teachers recognized as guides during the last five years****Response: 2****Number of full time teachers worked in the institution during the last 5 years****Response: 16****3.4 Institution****Total number of classrooms and seminar halls****Response: 5****Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 165.99  | 166.83  | 147.48  | 108.19  | 90.25   |

**Number of computers**

**Response: 117**

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

**Response: 1.22**

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

**Response: 0.64**

NAAC

## 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:

Curriculum of the Institute is run through structured planning and implementation. It is done as:

1. Subject preference is taken from faculty members in subject was preference sheet.
2. Subjects are allotted to the faculties as per area of specialization, past experience with that subject, industrial experience if any, result of the same subject in past, (if taught by the same faculty), the way subject was taught by the faculty in past and activities conducted by the faculty in that subject. Finally subjects are allotted.
3. Preparation of course plan in a structured, predesigned format by the members of the faculty.
4. Discussion of the course plan if the same subject is taught by different faculties. Course Coordinator and Coordinator Academics coordinate the plan.
5. Course plan is approved by Dean-Academics & Course Coordinator, and finally by Director.
6. Teaching plan must include collaborative learning, group learning, use of e- resources, spot tests, group activities, work books, open book tests etc.
7. Syllabus and Course Plan is also discussed with the students at the beginning of the semester only by conducting subject orientation.
8. Final course plan is also uploaded in ERP system of the Institute.
9. Subjects are taught as per the Course Plan and record is maintained properly.
10. Course plan is reviewed and signed by Dean-Academics and Director on weekly and fortnightly basis respectively for better implementation of plan.
11. Feedback is taken from the students about individual subjects and action plan is prepared as per the feedback for further improvement.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

**1.1.2 Number of certificate/diploma program introduced during the last five years****Response:** 0**1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

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

**File Description****Document**

Details of the certificate/Diploma programs

[View Document](#)**1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years****Response:** 31.58**1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years**

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

**File Description****Document**

Details of participation of teachers in various bodies

[View Document](#)

Any additional information

[View Document](#)**1.2 Academic Flexibility****1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 50**1.2.1.1 How many new courses are introduced within the last five years****Response:** 1

| File Description                                   | Document                      |
|--|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings. | <a href="#">View Document</a> |
| Details of the new courses introduced              | <a href="#">View Document</a> |

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

**Response:** 50

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

Response: 1

| File Description                                   | Document                      |
|--|-------------------------------|
| Name of the programs in which CBCS is implemented  | <a href="#">View Document</a> |
| Minutes of relevant Academic Council/BOS meetings. | <a href="#">View Document</a> |

### 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

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

| File Description  | Document                      |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

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

**Response:**

The efforts made by the college to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT into the Curriculum are as given below:

Institute strictly follows the curriculum given by the university as it is mandatory to follow the syllabus of the university for the institutes affiliated to Savitribai Phule Pune University. Syllabus designed for the management postgraduates includes Legal aspects of Business as the common subject for first year, first semester students which includes the topics on human aspects and professional ethics. The subject of Managing for Sustainability is the compulsory subject for the students of Fourth semester for all specializations. All the subjects somewhere include the issues like gender, climate change, human rights and ICT such as Jan dhan yojana included in Financial Services. All programs have various subjects which has cross cutting issues like Gender, Environment Awareness and Sustainability, Human Values and Professional Ethics. Also the college creates awareness activities on cross cutting issues such as gender and environment awareness which includes sexual harassment workshops, Tree Plantation day, Run for health ,Women day celebration , Swachta Abhiyan, Bike Rally. Institute has an facility of e classroom which supports the students in IT enabling learning. Institute also offers Human rights, Skills Development, Introduction to Cyber Security subjects which are part of university curriculum.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any Additional Information | <a href="#">View Document</a> |

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

**Response:** 3

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

Response: 3

| File Description  | Document                      |
|---|-------------------------------|
| Details of the value-added courses imparting transferable and life skills | <a href="#">View Document</a> |

**1.3.3 Percentage of students undertaking field projects / internships**

**Response:** 75.19

1.3.3.1 Number of students undertaking field projects or internships

Response: 97

| File Description                        | Document                      |
|---|-------------------------------|
| List of students enrolled               | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 1.4 Feedback System

| <p><b>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</b></p> <p><b>A.Any 4 of the above</b></p> <p><b>B.Any 3 of the above</b></p> <p><b>C. Any 2 of the above</b></p> <p><b>D. Any 1 of the above</b></p> <p><b>Response: A.Any 4 of the above</b></p> |                               |
|--|-------------------------------|
| File Description   | Document                      |
| Any additional information   | <a href="#">View Document</a> |

| <p><b>1.4.2 Feedback processes of the institution may be classified as follows:</b></p> <p><b>A. Feedback collected, analysed and action taken and feedback available on website</b></p> <p><b>B. Feedback collected, analysed and action has been taken</b></p> <p><b>C. Feedback collected and analysed</b></p> <p><b>D. Feedback collected</b></p> <p><b>Response: A. Feedback collected, analysed and action taken and feedback available on website</b></p> |                               |
|--|-------------------------------|
| File Description   | Document                      |
| Any additional information   | <a href="#">View Document</a> |
| URL for feedback report  | <a href="#">View Document</a> |

## 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:** 20.44

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 26      | 24      | 18      | 11      | 18      |

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 59.33

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 129     | 132     | 67      | 59      | 98      |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 180     | 180     | 180     | 180     | 120     |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

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



**Response:** 28.56

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 46      | 40      | 11      | 12      | 13      |

**File Description****Document**

Institutional data in prescribed format

[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:**

A per the internal policy our institute regular arranges a induction Program to every batch of the year. The basic idea behind having an induction is to give idea about the academic best practices to the budding managers, so that the access of every facilities shall be utilized by each professional student.

- The induction program begins with the Director's address followed by all concern departments head briefing, which elaborate on Information about Library, Training and placement, cultural, sports and industrial visit which would be proposed in the academic session.
- The basic thought behind is to encourage the students for equal opportunity to showcase their talent by arranging various types of the competitions and appreciation by certifications like Mr. Fresher and Miss Fresher from the winners.
- In addition to this our student development committee concentrate on various activities orientation Sessions for overall development of the inherent skills of the students. This helps to the students to express their views about college, curriculum and general topic. In other ways it gives indicts to the faculty to identify the various skills among the students and their weak areas to prepare the policy to overcome on weak areas of the students.
- Once the slow learner policy framed we all faculty jointly work on general awareness test about their G.K ability **and** Aptitude test is conducted to bring awareness about their aptitude ability to compete in interviews
- SWOT analysis is conducted where students does their swot to find out their analysis sheets are handed over them their mentors so that they can guide them properly
- The ultimate goal is to train slow learner in systematic manner and it enhance the skills of fast learner ,so that mentors can plan systematically for their career goal and put forward to T&P Cell for proper placement.

**2.2.2 Student - Full time teacher ratio****Response:** 7.59

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

**2.2.3 Percentage of differently abled students (Divyangjan) on rolls****Response:** 0**2.2.3.1 Number of differently abled students on rolls**

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

**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:**

Teachers use a combination of different teaching-learning methods to make learning an enjoyable and fruitful experience for our students

1. **Lecture method.** During the lectures, teachers use various teaching aids such as white board, presentations, videos, etc. to make this method more interesting. Teacher student interaction is encouraged and difficulties encountered by the students are discussed during the lecture as well as informally after the lecture.

1. **Interactive learning.** Teachers also use the interactive method of teaching and conduct group discussions in class rooms. Students are divided in groups of 5-10 students and are encouraged to discuss subject and speak on national, international and social topics. Faculty members also use methods such as role plays, quizzes, case studies, extempore, management games, and debates and so on to make learning an interesting experience.

1. **Independent learning.** Teachers encourage students to work independently to complete projects. Activities like preparation of field visit reports, preparation of business plan, market survey, comparative study, advertising etc. are undertaken by the students. Students are encouraged to write

articles, review books and pursue independent / collaborative (student –student, student - teacher).

### 1. Collaborative learning.

1. Students are encouraged to pursue research projects, projects with different organizations and so on under the able guidance of faculty members.
2. To inculcate leadership skills among students and for overall personality development, students are encouraged to organize and participate in various events such as club activities, intercollegiate events, sports and so on.
3. Faculties make groups in the class room and assign different activities related to syllabus on this basis a positive competitive environment is created in the classroom.
4. The Institute also has association with DCCIA, CII in which different industry entrepreneurs with vast experience are invited to the campus to interact with students.
5. The Institute also organizes industry visits for the students to various industries. A number of guest lectures and workshops are conducted for the students. Experts from respective fields are invited on the occasion. These sessions have proved useful in updating the knowledge of the students as well as teachers in their expertise.

### 1. Problem Method.

For subjects involving numerical problems students are asked to solve Question Banks comprising of numerical examples prepared on every topic. Numerical assignments stimulate student interest.

1. **Case Study Method.** The teachers use the case study Method to encourage students to study the practical application of the theoretical concepts;

1. To enable the teachers and students to enhance the teaching-learning process, following support systems are available in DYPSON:

1. **Infrastructure.** The best infrastructural facilities are available to the students. Teachers often use ICT to make learning an interesting experience.

1. **Library.** Library is equipped with CDs and DVDs. The teachers make effective use of e-learning and e-library, e-journals to make learning an interesting and enriching experience for the students.

**FDP, Seminars, Workshops and Conferences.** Teachers are made available to organize and attend Faculty Development Programs, workshops and conferences which broaden knowledge horizon and encourage them to adopt innovative teaching methods.

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

**Response:** 100

#### 2.3.2.1 Number of teachers using ICT

Response: 17

| File Description                          | Document                      |
|---|-------------------------------|
| List of teachers (using ICT for teaching) | <a href="#">View Document</a> |

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

**Response:** 0

#### 2.3.3.1 Number of mentors

| File Description  | Document                      |
|---|-------------------------------|
| Year wise list of number of students, full time teachers and students to mentor ratio | <a href="#">View Document</a> |

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

Teaching learning approaches being followed are as under:

- a) Use of ICT in teaching.
- b) Activity based teaching e.g. role play, games and discussions etc.
- c) Teachers use case method very extensively so that students learn applications of what they are learning in real life situations. Simulative exercises are also given to students to encourage them to think pragmatically and independently.
- d) Institute faculties use tools such as “idea generation” to develop the interest of students in the subject and to give them confidence to think beyond the boundaries of the subject. Students are encouraged to prepare articles. Innovative teaching methods make learning more interesting, interactive and inspiring which is reflected in the good academic performance of the students.

- e) Consultative planning processes.
- f) Performance surveillance and corrective measures.
- g) Tutorials and general classes.
- h) Teachers are provided all the support for using their teaching methods

## 2.4 Teacher Profile and Quality

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

**Response:** 88.83

| File Description  | Document                      |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | <a href="#">View Document</a> |

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

**Response:** 11.91

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

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

| File Description   | Document                      |
|--|-------------------------------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | <a href="#">View Document</a> |

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 10.59

| File Description  | Document                      |
|---|-------------------------------|
| List of Teachers including their PAN, designation,dept and experience details | <a href="#">View Document</a> |

### 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:** 5.26

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

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

**File Description****Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 11.58

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

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

**File Description****Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

Assessment of performance is an integral part of teaching and learning process. As a part of an effective academic strategy, the institution adopts Concurrent Internal Evaluation System to assess all aspects of a student's development throughout the year.

Students are made aware of the evaluation process through orientation programs at the beginning of the semester through public address system of the college. Academic Calendar with Exam dates is displayed in the College and Department Notice Board.

**Result Analysis & Review Meeting:** Result Analysis is done by the class tutors after every exam and pass percentage of each course is calculated by dividing the total number of students appeared and passed in each course. The performance of the students is monitored by the Director and the necessary feedback is given to the concerned faculty members. The Principal conducts Review Meetings department wise to give necessary feedback for the improvement of students' performance.

The institution is keen on monitoring the performance of the students and as such progress reports are prepared accordingly. The reports are sent to the respective faculty members and are advised to note the performance of their students and take remedial measure if needed. Whenever necessary, remedial Classes are conducted for the slow learners, absentees and the students who participate in Sports, NSS activities and Placement Interviews. This practice helps struggling learners to update their subject knowledge and helps them to catch up with their peers.

External examinations (Savitribai Phule Pune University theory examination) will be conducted at the end of every semester for all the theory papers and practical papers. Students should satisfy the eligibility criteria of 75% attendance in each semester to appear for University Examination. The students who have arrears are permitted to write their papers in both the semester examinations.

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

#### **Response:**

For every subject the evaluation pattern is as follows:

i) Final evaluation is external theory examination (50%), external online objective examination (20%) and internal (30%) as laid down by Savitribai Phule Pune University (SPPU)

ii) Internal marks (30%) are awarded based on the performance of the students in the following:

1. Subject Teacher Assessment
2. Subject Viva Voce

iii) Weightage given to these parts vary in different semesters.

In addition to the above; every subject teacher gives assignments, case studies and projects to the students.

Evaluation schedule is included in the academic calendar as well.

The time-tables for all the examinations are displayed on all the notice board. The assessed answer sheets are shown to the students and the model solution/ scheme of marking is also shared by each subject teacher. Marks scored by individual student in all the subjects for the Internal Exam and external examination are displayed on the notice board.

In addition to theory examinations, the second year MBA students have to complete a project for which project viva is conducted at the end of the third semester. Final assessment of the project is done by the SPPU. Schedule for the same is displayed on the Institute notice board.

e) Circulars regarding syllabus, examination pattern issued by the university authorities are conveyed to the faculty members and student's from time to time using notice boards, ERP, website and class announcements.

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

#### **Response:**

a) An aggrieved student who has the Grievance or Grievances related to the examination shall make an application first to the Director of the institute with a copy to the Registrar of the institute. The Director, after verifying the facts, will appoint two senior faculties for the redressal of the grievance and an institute level committee will be formed which will consist of four members – Director, Registrar and two appointed senior faculties.

b) An institute level committee will be headed by the director of the institute as the chairman and the minutes will be recorded by the registrar of the institute.

c) The institute level committee will try to redress the grievance within a reasonable time, preferably within a week of the receipt of application of the student. If the student is not satisfied with the verdict or solution, then the same should be placed before the respective university examination cell.

d) While dealing with the complaint, the Committee at all levels shall observe law of natural justice and hear the complainant and concerned people.



(e) While passing an order on any Grievance at any level, the relevant provisions of the Act/Regulations would be kept in mind and no such order would be passed in contradiction of the same.

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

##### **Response:**

The organization and planning of teaching learning process is prepared at DYPSON in the following manner:

a) **Academic Calendar.** At the onset of every semester, the Dean-Academic of the Institute prepares an academic calendar which summarizes the teaching schedule examinations and other co-curricular and extracurricular activities planned in that particular semester. The Academic Committee comprises of the Director, Coordinator Academics and all the Course Coordinators of the Institute. The academic calendar contains a description of each event and the planned dates for the same. Probable dates for activities such as internal exams, industry visits, seminars, guest lectures, extracurricular and co-curricular activities are mentioned in the planner. This academic calendar is displayed on the notice board and also orientation programme is taken on the same so as to facilitate planning for staff, faculty as well as the students. The Academic Planning Committee meets every month to review plans and to plan further.

b) **Teaching Plan.** Departmental meetings are held to allocate subjects and classes to faculties. Every subject teacher has to submit a course plan in the specified format to the Course Coordinator. The course plan contains a brief description of the topic to be covered and the number of lectures required to cover that particular topic. The course plan is to be submitted to course coordinator who collects them for all subject teachers and submits them for approval to the Dean- Academics and the Director. Every full time and guest faculty maintains attendance register. The teacher puts the attendance in ERP and student can check their attendance through internet.

## **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:**

##### **A. MBA Program Outcome:**

The MBA program is a student centric program with an objective of developing a career in diverse sectors of the industry domestically and globally. The MBA program not only facilitates learning in theory and

practice of different functional areas of management but also equips the students with an integrated approach to various functions of management.

The curriculum is designed in a way that Institutes, Faculty and Students will shift their focus from traditional methodology which excessive focuses on industry towards a broad based learning, encompassing the end to end processes involved in developing entrepreneurial skills looking at needs and demands of broader sections of the society.

Some of the highlights of the curriculum are –

a) **New Skills & Competencies desired due to dynamic business environment:** The contents and structure of syllabus revolves around the Knowledge, Skills and Attitude (KSA) dimensions, which calls for dynamic job requirements of today

b) **Concerns expressed by the Industry:** The industry has expressed concerns about the need for improvement in the communication skills, inter-personal skills, domain knowledge basics, business environment awareness, technology proficiency, and attitude of the MBA graduates. The curriculum imbibes methods necessary to address these concerns of the industry.

c) **Application Orientation:** The course focuses on methodology that will apply management theories, principles and concepts in routine requirement of the industry. This can be achieved through group activity, field work, experiential learning, etc.

d) **Entrepreneurial aspirations and preparedness for the same:** The curriculum will allow students to a confidence level where they can become masters of their own and wish to start up their new ventures and create further growth opportunities.

#### **B. MBA Program Specific Outcomes are:**

1. To imbibe the students with requisite domain knowledge, skills & right attitude necessary to provide

effective leadership in a global environment.

2. To develop competent management professionals with strong ethical values, capable of assuming a pivotal role in various sectors of the Indian Economy & Society.

3. To inculcate proactive thinking to ensure effective performance in the dynamic socio-economic and business ecosystem.

4. To harness entrepreneurial approach and skillsets aligned with the national priorities.

Some of the Specific skill sets which are focused are as follows:

- Reading & Listening Skills
- Problem Definition & Problem Solving Skills
- Sensitization to Cross-Functional skills , Cross-Cultural skills in association with Global perspectives
- Learning by application and doing – Experiential learning
- Team building basics and its orientation

| File Description                              | Document                      |
|---|-------------------------------|
| COs for all courses (exemplars from Glossary) | <a href="#">View Document</a> |
| Link for Additional Information               | <a href="#">View Document</a> |

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

#### Response:

The data collection and analysis required for computation of attainment POs, PSOs, & COs are presented. Process to monitor the degree of POs, PSOs, & COs attainment:

#### 1. Direct Assessment Tools

- Data Collection Processes / Assessment Tools used: Assignment- Students are given course related tasks and assessment will be done based on their performance. Marks/ Grades are assigned depending on their innovation in solving the problems. The assignment is a qualitative performance assessment tool designed to assess students' knowledge of

engineering practices, framework, and problem solving.

- Online Class Test (conducted by University)- Online Examination System is a Multiple Choice Questions (MCQ) based examination system that provides an easy to use environment for both Test Conductors and Students appearing for Examination.
  - Written Class Test - written Class Test is descriptive questions based examination system. For all the tools, the degree of attainment for each course will be evaluated by taking the average passing percentage of the class for the course. This passing percentage is compared with department threshold value to categorize them as High, Medium and Low levels of attainment
1. Indirect Assessment tools Participation of students in professional bodies/student chapters / workshops / seminars / conferences / paper presentations/ industry visit etc. This statement is considered to indirectly assess the POs.

### Monitoring Mechanism

- The Internal Quality Assurance Cell in the Institute monitors the achievement of learning outcomes through Academic and Administrative Audit committee.
- The achievements of learning outcomes are ensured by the institute through the feedback from its stakeholders and the industry.
- Students' placement through in campus and off campus interviews and number of students pursuing higher studies indicates the achievement of learning outcome. Teaching learning process is continuously monitored and immediate remedial measures are taken to overcome the problems in achievement of learning outcomes.

#### 2.6.3 Average pass percentage of Students

**Response:** 85.42

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

Response: 82

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

Response: 96

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.23

| File Description                            | Document                      |
|---|-------------------------------|
| Database of all currently enrolled students | <a href="#">View Document</a> |

NAAC

## 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:** 0

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)

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

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| List of project and grant details | <a href="#">View Document</a> |

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 17.65

3.1.2.1 Number of teachers recognised as research guides

Response: 3

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

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

**Response:** 0.31

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

Response: 1

| File Description                              | Document                      |
|---|-------------------------------|
| Supporting document from Funding Agency       | <a href="#">View Document</a> |
| List of research projects and funding details | <a href="#">View Document</a> |

## 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:

Our institution has taken various initiatives for creation & transfer of knowledge to the students. M.B.A. Students get an opportunity to update their knowledge for recent trends in their field by participating in special workshops in collaboration with industry & experts conducted by the institute. M.B.A. students also have summer internship in the industry which updates them for latest work expertise in their field in the third semester. M.B.A students also have dissertation work in the last semester which exposes them to the latest knowledge applications in their field. The college has organized international, national and state level conferences to train the students in conducting scientific research. The college also invites eminent personalities from various branches of subjects for workshops and lectures. Our students also have project work according to the curriculum which helps them to get basic applied knowledge. The institute also motivates the students to prepare wall-papers, posters, exhibits to transfer the knowledge on recent issues. Institute subscribes to free subject journals, e-journals and other online resources. Institute also arranges industrial visits & study tours to impart subject knowledge to the students. Institute has soft skill development program for the final year students which improves their communicative abilities. Institution has started establishing a separate incubation centre but institute provides e-resources through e-library & Internet connected computers. Courses like - EDP magic Friday , Survey of Computer literacy, G. K, aptitude tests are conducted occasionally.

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

#### Response: 26

#### 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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 4       | 3       | 5       | 13      | 1       |

| File Description                                   | Document                      |
|--|-------------------------------|
| Report of the event                                | <a href="#">View Document</a> |
| List of workshops/seminars during the last 5 years | <a href="#">View Document</a> |

### 3.3 Research Publications and Awards

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

**Response:** Yes

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

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

**Response:** No

| File Description                   | Document                      |
|------------------------------------|-------------------------------|
| List of Awardees and Award details | <a href="#">View Document</a> |

**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: 2

| File Description   | Document                      |
|--|-------------------------------|
| URL to the research page on HEI web site   | <a href="#">View Document</a> |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

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

**Response:** 2.16



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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 7       | 10      | 5       | 9       | 10      |

| File Description   | Document                      |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

## 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:** 10.74

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 19      | 45      | 30      | 62      | 48      |

| File Description  | Document                      |
|---|-------------------------------|
| List books and chapters in edited volumes / books published | <a href="#">View Document</a> |

## 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:**

**Pravah** is an initiative taken by Dr. D. Y. Patil School of Management Lohegaon, Pune and visit at **Pride World City** for the provide awareness to ensure a proper hygienic life to the workers. Our main motto is to make them aware of the sanitation. All the workers have a right to basic facilities such as clean toilets, safe drinking water, clean surroundings and basic information on hygiene.

SOCIAL ACTIVITIES NGO / SOCIAL VISIT REPORT On 11/10/2017 At **THE POONA SCHOOL AND HOME FOR BLIND GIRLS** Near Ghandi Bhavan, Kothrud for the objectives as To Social

responsibility as give back to society. To encourage and motivate go toward success. To understand learning & creative abilities process.

Motorcycle Rally On “**To Make the Awareness of Cashless Economy and to Promote Plastic Money for the Development of Indian Economy**” dt. 22/12/2016 Route At Vishrantwadi chowk and return back to Dhanori - Jakat Naka - Porwal road-Dr D Y Patil Knowledge City By Dr D Y Patil School of Management.

### **Shri Mahaganpati Temple Cleaning Activity as Social responsibilities**

On 20/10/2013, D Y Patil School of Management had organized cleaning activities as part of social service in Shri Mahaganpati Temple area at Ranjangaon Village. MBA first & second year students participated in the activities. The whole floor area & the surrounding of temple were cleaned.

The activity was conducted under the able guidance of Dr. E. B. Khedkar & was supervised by Prof. Pradeep Sonar.

### **Cleaning the Area of Lohgad Fort.**

The Social activity was conducted on 8/08/2015 by D Y Patil School of Management in association with Loin Club, Pune.

The main objective was to attract the foreign tourist by cleaning the area of Lohgad Fort. MBA first & second year students participated in the activity. Added to this the villagers, hotel staff, local residents & even same foreign tourist also participated.

### **Vyasan Mukti Abhiyan**

On 22/12/2015 Vyasan Mukti Abhiyan was organized by D Y Patil School of Management in Lohegaon Village.

### **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**

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

| File Description  | Document                      |
|---|-------------------------------|
| Number of awards for extension activities in last 5 years | <a href="#">View Document</a> |

### 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: 7**

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3       | 0       | 1       | 2       | 1       |

| File Description  | Document                      |
|---|-------------------------------|
| Reports of the event organized  | <a href="#">View Document</a> |
| Number of extension and outreach programs conducted with industry,community etc for the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 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: 1.4**

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| Average percentage of students participating in extension activities with Govt. or NGO etc. | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 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: 1**

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Number of Collaborative activities for research, faculty etc. | <a href="#">View Document</a> |
| Copies of collaboration                                       | <a href="#">View Document</a> |
| Any additional information                                    | <a href="#">View Document</a> |

#### 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: 3**

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)

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

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house   | <a href="#">View Document</a> |
| Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years | <a href="#">View Document</a> |

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

**Classroom:**

The college has well equipped and adequate classrooms with green boards, LCD projection system and Wi-Fi facility with LAN connectivity. Thus videos are shown to the student for better understanding and enhancing their knowledge. The students also develop their presentation skill by using these facilities.

The classrooms have sufficient and good quality furniture's. The lectures in classrooms are conducted using microphones so as to be audible to entire class.

The college has tutorial room's discussion on Projects, seminar and completing assignments.

**Computer Center and Computer Laboratories:**

All Computer Center and Computer laboratories are well equipped with latest equipment's which are calibrated as per the norms.

**Library**

The college has adequate number of books for references as per SPPU curriculum. Library is equipped with books, journals magazines and e-resources. It has a semi-automated OPAC software system integrated with ERP. Library has well-furnished reading room with 24x7 Wi-fi facility and Multimedia PCs. Book Bank scheme is also available to the economically meritorious students.

**Training Placement cell and Institute Industry interaction cell :**

T&P cell facilitates arranging training session, placement drive, Mock interview and group discussions are regularly practiced. Institute Industry interaction cell arranges site visit, gives guidance to final year students Placement and facilitates with summer internship and cell helps in entering MOU with industries.

**Seminar Halls**

The college has one Seminar hall with ICT facility for conducting subject matter expert lectures, paper presentation, conferences and workshops.

**Knowledge Sharing**

Lateral advancements have seen the rise of another economy where knowledge has turned into a valuable asset and resource. The dynamism of the new economy expects us to rapidly adopt knowledge and apply information rapidly. One conceivable approach to do as such is to share our insight viably. Knowledge sharing is visualized as a characteristic movement of the academic establishments. The quality seminars,

workshops, conferences, publications are the ways through which knowledge sharing is achieved.

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

##### Response:

Response:

1. The college has adequate sports facilities for students. The details are as under:

- a. Basketball two courts (Synthetic) size-(28x15 ) meters.
- b. Volleyball-two courts size-(18x9) meters.
- c. Football cum cricket stadium/field one-(90x45) meters.
- d. Tennis four courts (Synthetic) size-23.6x8.18 meters.
- e. Badminton hall indoor (three courts) size- (13.40x6.10 ) meters.
- f. Central Auditorium – 300 square meters.

2. Inter college and Intra College matches are held at our campus.

3. University events for Pune District for basketball, football cricket tennis and badminton are held in our campus.

4. Various functions like fresher parties, farewell functions, yoga day, celebration of festivals, awareness etc are held in auditorium

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

#### 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: 5

| File Description   | Document                      |
|--|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | <a href="#">View Document</a> |

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

**Response:** 6.81

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 4.94    | 4.61    | 1.84    | 11.24   | 15.07   |

| File Description  | Document                      |
|---|-------------------------------|
| Details of budget allocation, excluding salary during the last five years | <a href="#">View Document</a> |
| Audited utilization statements  | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

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

**Response:**

Library has ERP Software System -Synthesys (IMS) Institute Management System. This software has provided Main Media's - Settings, Circulation, Serials, Library, Books, and OPAC.

Under the setting part we have able to setting rules of Students and Staff, Set the Holidays, Add the Author list, Publisher List, Supplier List, Membership List, Generate Barcode for staff and students.

It is easy to set rules for Staff and Students –like –book lending Days? Max books in queue, Max Days in queue, Max. Book Reservation, Holiday rules help to Students for late fees count excluding Holidays.

Barcode facility is very useful to save the time for Issue and return the documents of the stakeholders.

Author and Publishers list added once there is no need to add same author again. And it is helpful to make entries.

Circulation is used for Return and Issue the Books and Journals/Magazine for the stakeholders, Fine report is also generated from this Media. One of the most helpful systems in this Software –When the



Stakeholders issues the books or Journals the messages goes on their mobile phone within a minute. And Message received on mobile before one day of the due date.

In Serials we have able to add issues of Journals and Magazines, Add newspaper Entries, Bound Volume Entries, in this Media.

In Library Media – we have received data as per Class wise, College wise, Course Wise and Staff wise.

Under the Book Media we have able to get all necessary data of Books, -Book Category,

Edit Accession Number, Book Search Book List, Book Removal List, Book Import List. List by arrivals. Book Media is very helpful to add newly added books. Book Search option is very useful to search title wise books. Under the category of Search – there is Search, Advanced Search, and Accession Search option is given.

In book list there is one more important option is –Edit the book title, if there is mistake in Spelling or title you can edit and make changes as per your requirement.

Book Import Option is also useful to import many books at a time. XML Format is also provided in this Media.

Most Important Media is OPAC. Through this Media we can search the books as per Title, Author, Publisher, Keywords and Classification wise.

It is very useful to search the books available in the Library. Users can get the all require details as they want. Book status also indicates in this part like Book is issue or on self, how many copies are available in the Library. One library can Access another Library. The College name also indicates here. We have five libraries Access for OPAC. –SOE, SOET, SOA, SOM and SOMCA.

Students can able to issue the books from any Libraries which are mentioned above. It is very good practice to Inter library loan Facility for the campus students.

Overall All the necessary requirement are fulfill through this Software. And it is helpful to save the time of the Staff and stakeholders.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

##### **Response:**

This is Report of Knowledge Resources Books (Reference Books) available in the Library. We have Purchase Nearly 208 reference books from 2012 to 2017. It is also called other than Text books.

Books Including Handbooks, Encyclopedias, Dictionaries, Fiction, Literature, Motivational, Communication Skills, Change Management, Leadership Management, Aptitude, Competitive Examination and Some of Religious Books.

The books are very useful to students for increase their Communication skill, Personality development, Confidence and life skill. Also it helps to increase their interest in reading Fiction and Biographies.

We have Handbook of Quality Management which is helpful for their references and understand the concept of the particular subject.

We have also Purchased Blackwell Encyclopedia including subject -Business Ethics, International Management, Accounting, Human Resource Management, Marketing, Organizational Behavior, Managerial Economics, Management Information System, and Operation Management.

We have purchased -Legends in Marketing by Christian Gronroos and very Popular Indian Author Jagdish Sheth Edited this series. It is published by very prestigious Publication in the World, known as Sage Publications. It is highlighted in Marketing Theory, Marketing Communication, Marketing Services, Marketing Research, Relationship of Marketing, Service Quality, Service Management and Service Logic.

We have also few Dictionaries in the Library which is enriched our reference section like Dictionary of Human Resource Management, Dictionary of Marketing, Oxford Dictionary, Dictionary of International Management, Dictionary of Accounting, Dictionary of Finance, Dictionary of Organizational Behavior,

Library has some Fiction Books most of them in Marathi and English Language, would like to mentioned some here -Alchemist, Rich Dad Poor Dad, Kite Runner, God of Small Things, Stay Hungry and Stay Foolish and many more.

Library has also purchased very rich and popular collection in Management. I am very proud to mention some books -Goal by Goldratt, Toyota Way to Service Excellence by Liker, We the Nation, We the People by Nani Palkhiwala, Business Sutra by Pattanaik, D., Fortune at the Bottom of the Pyramid by Prahalad, C.K., Toyota Way and many more..

The Mentioned knowledge Resources is useful to gain the Knowledge of stakeholders. Its helps in day to day Activity. Time Management Books help them to manage their time, Soft Skill, Personality development books help to increase their communication Skill.

We have also few books on Interview Skill, Resume Writing, and Carrier Management. And I am very proud to mentioned here those knowledge resources are definitely influenced our stakeholders and enriched our Library.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

#### 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:** B. Any 3 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc. | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

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

**Response:** 2.08

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| .57     | 2.92    | .52     | 5.01    | 1.38    |

| File Description  | Document                      |
|---|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | <a href="#">View Document</a> |
| Audited statements of accounts  | <a href="#">View Document</a> |

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

**Response:** Yes

| File Description                                       | Document                      |
|--|-------------------------------|
| Details of remote access to e-resources of the library | <a href="#">View Document</a> |
| Any additional information                             | <a href="#">View Document</a> |

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 4.79

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

Response: 7

| File Description                                  | Document                      |
|---|-------------------------------|
| Details of library usage by teachers and students | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

In Dr D Y Patil School of Management all computers are connected with LAN and internet using CAT6 cables.

- It gives information via connectivity of 70 Mbps .Wi-Fi is enabled to enjoy the internet irrespective of where you are in the campus.
- The Computer laboratories are equipped with state-of-the-art technology and is available to all staff and students.
- Dr D Y Patil School of Management has a very strong IT Departments which takes care of the updates of its IT facilities in terms of hardware and software upgrades, installation of new wifi devices when need arises, upgrading of cyberoam firewall software.

- The college usages ICT/ERP in improving efficient teaching learning process besides increasing the automation in administration

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

#### 4.3.2 Student - Computer ratio

**Response:** 1.1

| File Description         | Document                      |
|--------------------------|-------------------------------|
| Student - Computer ratio | <a href="#">View Document</a> |

#### 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:** >=50 MBPS

| File Description   | Document                      |
|--|-------------------------------|
| Details of available bandwidth of internet connection in the Institution | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

#### 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 | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link to photographs   | <a href="#">View Document</a> |

## 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:** 28.98

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 39.4    | 38.5    | 42.0    | 43.4    | 26.6    |

#### 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:**

Response:

Physical facilities The physical facilities including Laboratories, Classrooms and Computers and so forth are made available for the students those who are admitted in the college. The laboratory expenses of the students are included in the yearly fees at the time of the admission. The college yearly allocates budget for the maintenance of the laboratories and the classrooms which a part of the teaching and the learning processes. The classrooms boards and furniture facilities are utilized regularly by the students. The maintenance and the cleaning of the classrooms and the laboratories are taken care by third party contract experts and non-teaching staff. The college garden is maintained by the gardener appointed by the institute. The college has adequate number of the computers with internet connections and the utility software's distributed in different locales like office, laboratories, library, departments etc. All the stakeholders have equal opportunity to use those facilities as per the rules and the policies of the institution. The central computer laboratory connected in LAN is open for the students, the office computers which are also connected through the LAN is consisting of the all the required software making work easier and are restricted to use only by the appointed office staff. The library computers are connected with LAN and internet and also they are loaded with the library software. The departments and the staff can make use of the computer system with internet at their seating places, all that computer related facilities are given a

contract of their maintenance annually to Team One Computers. The college website is developed and regularly maintained by in-house team of software professionals. The maintenance of UPS and the Generator is regularly done by third party contract and the expenditure is done from college budget. Academic and Support Facilities The academic support facilities like library, sports and other platforms supporting overall development of the students like NSS or Competitive examination cell etc. is open for the entire stakeholder. A provision of the budget for the library maintenance is made by the college management. The activities like fumigation and keeping library clean is done frequently by library staff. The sport department of the college is meritorious and some credit defiantly goes to the adequate infrastructure consisting of the Indoor Hall for badminton, basketball court, long tennis court, football ground and running track which can be used by student and staff. A budget is allocated for the maintenance of that facility.

NAAC

## 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:** 0

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

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

#### File Description

#### Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

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

**Response:** 2.45

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 6       | 10      | 0       | 0       | 0       |

#### File Description

#### Document

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

Any additional information

[View Document](#)



**5.1.3 Number of capability enhancement and development schemes –**

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

**A. 7 or more of the above**

**B. Any 6 of the above**

**C. Any 5 of the above**

**D. Any 4 of the above**

**Response:** E. 3 or less of the above

|   |                               |
|---|-------------------------------|
| <b>File Description</b>                                   | <b>Document</b>               |
| Details of capability enhancement and development schemes | <a href="#">View Document</a> |
| Link to Institutional website                             | <a href="#">View Document</a> |

**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:** 0

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

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

|   |                               |
|---|-------------------------------|
| <b>File Description</b>   | <b>Document</b>               |
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | <a href="#">View Document</a> |

**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

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

**File Description****Document**

Details of the students benefited by VET

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

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:** 85.37

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 79      | 41      | 34      | 70      | 22      |

**File Description****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

**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

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

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 5       | 1       | 0       | 0       | 0       |

**File Description****Document**

Upload supporting data for the same

[View 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

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

| File Description   | Document                      |
|--|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | <a href="#">View Document</a> |

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

#### Response:

We, Dr D Y Patil School Of Management takes care of the students' development mentally, academically and also on the creativity aspects. We ensure that the two year the students have spent in the institute are worthwhile. Therefore along with the academic development parts we design the curriculum where they get to explore and enhance their creative and interactive aspects also. To fulfil this objective we organize various activities and e3vents round the whole year like induction/orientation program, guest lectures, cultural programs, industrial visits etc.

Starting college can cause much anxiety in the heart of a new college student because of all the unknowns—"What should my specialization be? Will I make any friends? How will I find all of my lectures? Whom do I ask if I have a question?" New student orientation programs are designed to guide students in answering all of these questions. Prior to the beginning of classes, students are given an overview of the complete realm of institute and course life, from academics to social activities, through a period of days referred to as orientation. However, regardless of the nature of the program, three objectives should be present in all orientation programs: 1) introducing students to college life; 2) acclimating students to their new surroundings; and3) providing an opportunity for the institute to meet the newest members of the community. It is the duty of the coordinator of orientation to design a program that will bring these three goals together.

We also arrange guest lectures wherein we invite eminent speakers from industries and academics from various forte so that students can get broad insight by listening to their speeches whether it's a motivational, technical, inspirational or factual.

One finds oneself chained to a very dull and dreary routine. One craves for change, for a variety, for a diversion from the soul-killing books, classroom lectures, home work and examinations. A cultural function provides this much desired change. A cultural function adds to the flavor and taste of life and makes it worth-living. Talking about enhancing the student's creative aspect we every year organizes cultural fest where the students gets a chance to participate and showcase their talent like singing, dancing,

acting etc.

Industrial visit is very important to any student who is undergoing any professional course like MBA. it is a vital part of the curriculum. Even though there is teaching, an industrial visit plays a very essential part to gain and possess practical knowledge. the main and foremost objective of industrial visit is to impart students deep knowledge about the current working pattern and style of any industry and also gain first-hand information regarding functioning of the industries which presents the students with opportunities to plan, organize and engage in active learning experiences both inside and outside the class room. taking care and giving importance to these factors every year we arrange industrial visits to the students some inside the states and some outside the state so that students can learn things with fun.

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

**Response:** 2.2

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 4       | 2       | 2       | 3       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Report of the event  | <a href="#">View Document</a> |
| Number of sports and cultural activities / competitions organised per year | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

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

**Response:**

The institute established Alumni association in the current academic year 2017-18.

- Previously department wise Alumni-Meet was informally conducted.
- Head of department and respective course coordinators maintained regular contacts with the Alumni, to network and collaborate.
- The institute regularly invites the alumni to conduct expert lectures, seminars and workshops.

- The institute also invites the alumni for placement talks, entrepreneurship activities and financial contribution for the development of the students

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

#### 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 | <a href="#">View Document</a> |

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

Response: 2

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

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

| File Description   | Document                      |
|--|-------------------------------|
| Number of Alumni Association / Chapters meetings conducted during the last five years. | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

## 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:

**"DYPSOM aspire to be a frontrunner in Managerial education at national level by making students methodically superior and ethically strong having enterprise spirit with an inclusive mindset"**

Dr. D Y Patil School of Management aims to create a knowledge society by establishing, maintaining and promoting the Centers of Excellence in the field of business education, comparable with the best in the world and become a nationally recognized leader in business education. To be a globally connected our teaching and transformative research places us at the forefront of influential knowledge leadership.

We provide outstanding, inclusive student experience which enhances employability and inspires students to become socially responsible citizens.

##### MISSION:

We are committed to provide wholesome education in Management to enable aspiring students to utilize their fullest potential and become professionally competent by providing;

- Well qualified, experienced and professionally trained faculty.
- State-of –the-art infrastructural facilities and learning environment.
- Encouraging environment for research and development
- Delight to all stakeholders.

Dr. D Y Patil School of Management steadily translates its vision into reality through innovation, student's accomplishments, faculty integration with industries and society inclusive of academic programs. The Institute strategy hinges core belief that all programs must enhance the employability of students and also develop entrepreneur through integrated and interdisciplinary approach.

Institute establishes linkages with industries and creates center of learning to ensure that the curriculum is contemporary. In order to fulfill mission our Institute has a well -built system of Governance that provides leadership and support at all times for enhancing teaching, research and consultancy and producing professionals who demonstrate high level of ethical and moral conduct, high standards of education

excellence.

We in favor of adopting effective, efficient and contemporary practices to achieve vision. The achievement of vision through mission and objectives is put before the stake holders effectively thereby making the roles and responsibilities of every stake holder clear to them. To accomplish the task, modular, structured approach is employed by the institute.

The leadership ensures availability of required support to the stake holders for executing their duties.

Decentralization and operational transparency are the features of the institute.

Participative management gives boost to the institute's operation.

Institute sets the benchmarks for various processes and contents at par with global standards.

The Institute has a perspective plan in accordance with its vision. The perspective plan has been designed by our institute which includes major objectives, such as, accreditation by National and international bodies, establishing center of excellence and foreign collaborations for higher studies and student placement.

Better industry institute relationship through MOU which will enhance the activities of Entrepreneurship Development Cell.

Institute understands that along with better management practices and better leadership, faculty members are the important members of the organization. Thus, role of faculty plays a vital role in institutional achievements.

As stated earlier, through participative management, the faculties are involved in various decision making bodies of the institute, such as, Local Management Committee, Internal Quality Assurance Cell, Academic Monitoring Cell and Grievance Redressal Cell.



### **6.1.2 The institution practices decentralization and participative management**

#### **Response:**

**The institution follows the decentralized administration to a considerable extent.**

- Regular meetings are conducted with the academic and the non-academic staff by Director. The suggestions and opinions of the staff members are considered.
- HOD is delegated with the academic and administrative work.
- The departmental meetings are conducted by the HOD with the teaching staff focusing on improving the academics, co- curricular and extra curriculum activities.
- Various works are imparted to the faculty, timetable, teaching plans, lesson plans, course material, work dairy which is reviewed by the HOD at the end of the month.
- In addition to the academic responsibility shouldered, fulltime teaching staff also takes up administrative work and are on the functional committees that cover all aspects of governance of the college.
- Thus, role of faculty plays a vital role in institutional achievements.
- As stated earlier, through participative management, the faculties are involved in various decision making bodies of the institute, such as, Local Governing Body, Local Management Committee, Internal Quality Assurance Cell, Academic Monitoring Cell , Women's Sexual Harassment Cell and Grievance Redressal Cell.
- All these committees meet and the major decisions taken are to remove delays and ensure total transparency in the procurement of items

## 6.2 Strategy Development and Deployment

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

**Response:**

#### **ORIGIN OF ENTREPRENEURSHIP DEVELOPMENT CELL**

Entrepreneurship Development is the most important requirement of the economy today. In a scenario of 'Make in India' there is a necessity to develop students to be a job giver rather than being a job seeker. There is a need to create and maintain an interaction between industries and educational institutions which is necessary to tutor and mold the young minds towards innovation and creativity. In order to provide a platform to the young minds to interact and synthesize their minds towards entrepreneurship, an effort for developing a role making cell viz the **ENTREPRENEURSHIP DEVELOPMENT CELL** has been established

The **ENTREPRENEURSHIP DEVELOPMENT CELL** of Dr D Y Patil School of Management has been formed with a vision of providing students with the vision of identifying entrepreneurial opportunities that will allow the growth and success of every student through and to build an interdisciplinary learning environment that will enable a student to learn and exploit to best advantage the new opportunities available in the economy and enable a student to see new business opportunities and to carry them to realization with proper professional backing and assistance thus being the future job providers rather than job seekers. The main objective of this program is to provide students with practical field exposure rather than theoretical approach. To Plan and put the plan to action is the skill set that we are trying to develop in our students.

#### **VISION**

To Identify entrepreneurial opportunities that will allow the growth and success of every student through and to build an interdisciplinary learning environment that will enable a student to learn and exploit to best advantage the new opportunities available in the economy and enable a student to see new business opportunities and to carry them to realization with proper professional backing and assistance thus being the future job providers rather than job seekers.

#### **MISSION**

To expand entrepreneurship skills through professional education, research and training, increase the supply of new budding entrepreneur and enhance the performance of existing entrepreneurs.

To initiate entrepreneurial culture within the institution.

To motivate female entrepreneurial involvement and building.

## OBJECTIVES

- Creating self-employment opportunities
- Increase the supply of competent entrepreneurs through training and motivation
- Implant the spirit of 'Entrepreneurship' in youth,
- Evolve and Spread out the new knowledge and insights in entrepreneurial theory and practice through exploration.

| File Description                                       | Document                      |
|--|-------------------------------|
| Any additional information                             | <a href="#">View Document</a> |
| Strategic Plan and deployment documents on the website | <a href="#">View Document</a> |
| Link for Additional Information                        | <a href="#">View Document</a> |

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

**Response:**

The head of the Dr. D Y Patil School of Management is the Director.

Administrative Body, Academic Bodies, Placement Cell, Research and Development Cell, Exam Coordinator and IQAC Coordinator report to the Director.

Administrative Body is monitored by the Registrar and the Academic body is monitored by the Dean Academic, Head of the department and Associate Head of the Department.

The hierarchy in the Administrative body consists of Registrar, Office Superintendent, Office Assistant, Librarian, Assistant Librarian and Peon.

The Hierarchy in the Academic Body consist of Course Coordinator and Teaching Staff.

The various committees such as sexual harassment committee, Anti ragging Committee etc. are monitored by the various staff coordinator.

The Placement Cell consists of the TP Coordinator and Alumni Coordinator.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 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  | <a href="#">View Document</a> |
| ERP Document   | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation Planning and Development, Administration etc | <a href="#">View Document</a> |

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

##### **Response:**

A meeting of the Sexual Harassment Committee Dr D Y Patil School of Management, Lohegaon, Pune will be held on 30th January 2017 at 11.00 a.m. in the MBA Seminar Hall of Dr D Y Patil School of Management, Lohegaon, Pune to transact business as per the following Agenda.

##### **Agenda**

1. To read and confirm the minutes of the previous meeting of Sexual Harassment Committee.
2. To discuss and consider the activities conducted for Student's Awareness Workshop on Sexual Harassment in the year 2016-17
3. To send faculty staff for participating in Awareness Workshop on Sexual Harassment organized by Savitribai Phule Pune University.
4. **To discuss any other item with the permission of the Chair.**

All the members of the committee are requested to attend the meeting.

Dr Shreekala Bachhav

Member - Secretary

CC To:

Dr. E. B. Khedkar                      Chairman

Dr. Shreekala Bachhav              Secretary

Prof Indu Mazumdar                  Member

|                         |        |
|-------------------------|--------|
| Prof Sheetal Jalgaonkar | Member |
| Ms. Kushboo Kumari      | Member |
| Ms. Sagorika Sarkar     | Member |
| Ms. Supriya Chavan      | Member |

**Quorum:** In case of lack of adequate quorum, the meeting will be adjourned for half an hour and will again take place at the same venue to consider the same item of agenda

**Following items were discussed as per the meeting agenda:**

1. Prof Indu Mazumdar expressed warm welcome to all the governing council members and applauded their enthusiastic attendance in the meeting. With the permission from Dr. E. B. Khedkar- Chairman, Prof Indu Mazumdar started the meeting by appraising the members about the minutes of the last meeting.
2. The Committee noted that no complaint of sexual harassment against any staff /students of Dr D Y Patil School of Management have been received.
3. The Committee unanimously approved the appointment Dr. Shreekala Bachhav, Prof Indu Mazumdar and Prof Sheetal Jalgaonkar to attend Awareness Workshop on Sexual Harassment organized by Savitribai Phule Pune University on 2nd Feb 2017.
4. The committee also unanimously agreed to hold an awareness program of Sexual harassment and for the staff and students of Dr. D Y Patil School of Management on 27th February 2017 to make the students and staff aware of the rules and regulations governing the Sexual Harassment at Workplace.

1. The Committee reviewed and discussed the activities conducted under the Sexual Awareness Workshop for increasing awareness among the students and the staff. They applauded the commendable work done by the students and staff for the same.

1. The Chairperson expressed his thanks to all participants and the members.

1. The Committee decided that the next meeting will be held on 11th September 2017.

1. The meeting ended with vote of thanks to the Chair.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 6.3 Faculty Empowerment Strategies

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

##### Response:

Dr D Y Patil School of Management is providing following effective welfare facilities for the teaching and non-teaching staff.

##### a. Statutory provisions under staff welfare measures

1. Provident Fund Contribution
2. Gratuity

##### b. Financial support & Other Facilities

1. Financial support for publication of conference proceeding in book and CD format.
2. Financial Support for attending Conference, FDP and workshop for teaching staff.
3. Financial support for attending workshop (MAHADBT) for non-teaching staff.
4. Inter Campus Facility of Admission in International School – Concession in Tuition Fees.
5. In Time Salary for teaching and non- teaching staff.
6. Study Leave for encouraging faculty members for research activities.
7. Support for organizing conferences, faculty development programs, Workshops.
8. Maternity and Paternity Leave
9. Sabbatical Leave
10. Vacation Leave for Teaching Staff

**c. Other Welfare Measures**

1. Residential Staff Quarters at reasonable rent
2. Free Dental Check-up
3. Free Health/Medical Check-up
4. Uniform for Non-teaching staff
5. Accommodation facilities in campus
6. Health and fitness center for all

Other than above, for the purpose of computer skills enhancement (ERP System) workshop conducted for non-teaching staff.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

**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:** 4.36

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**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:** 0.6

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

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

**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:** 29.79

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 10      | 2       | 4       | 10      | 1       |

**File Description****Document**

Details of teachers attending professional development programs during the last five years

[View Document](#)

Any additional information

[View Document](#)**6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff****Response:**

Performance Appraisal System of Dr D Y Patil School of Management contains of three parts.

- I. The first part is filled by the faculty.
- II. The second part is filled by the Head of the department.
- III. The third part is filled by the Head of the Institute.

The institute has designed self-appraisal form similar to API (Academic Performance Index of UGC/AICTE) for the teaching faculty members.

This form consists of following parameters:

- A. Teaching-learning process evaluation FDP/SDP/Industrial training etc.attended for self-development Seminars/Conferences/workshops/courses conducted as coordinator Consultancy work/externally funded research projects Contribution towards extra-curricular and co-curricular activities Specific duties / tasks assigned by HoDs Execution of exam duties assigned by the university
- B. Contribution for the benefits of students and institute Community service and extension activities
- C. Research contribution in terms of projects, publications and guidance to students Awards/rewards obtained by the faculty and staff Patents obtained Results of subjects taught Books Published
- D. Weakness in Teaching through student's feedback

All the parameters discussed above are reviewed, and specific suggestions are communicated to individuals. Based on the reviews, decisions regarding continuation of the services, regular increments and promotions are taken and communicated accordingly.

Strengths and weaknesses are identified through various information sources. Accordingly suggestions are given to concern staff for the further improvement.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

Accounts are audited regularly by certified Chartered Accountant appointed by the management.

- The Accounting Committee looks after the financial audit and it is presented to the certified Chartered Accountant.
- Funds received from reservation are required to distribute all the students in their account.
- This account is also verified and audited by government regularly.
- The last external audit was done in 2016-2017 completed in the first week of October 2017 and no major objections were raised during the audit

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

#### 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:** 23.25

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 12.0    | 10.75   | 0.50    | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Details of Funds / Grants received from non-government bodies during the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Annual statements of accounts  | <a href="#">View Document</a> |

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

**Response:**

**Apart from the funds received by the institute through fees collection, funds are mobilized as per the policy defined by the institute as follows:**

- Fund mobilization for co-curricular and extra-curricular activities through university schemes
- Fund mobilization to support needy students through university schemes like “Earn and Learn”, donations by philanthropists, scholarships and free ships from government schemes and NGOs

Forthcoming part highlights the procedure adopted for fund mobilization and utilization.

- The concerned individual/section/department of the institute raises the fund requirement beyond the allocated budget due to additional, un-planned/urgent activity.
- The fund seeker takes the follow-up of the agency to which proposal is submitted. If required, presentation is given before the funding agency.
- On receiving the funds, as per the directives of the funding agency, the funds are handed over to the seeker and its utilization is monitored closely.
- In case of funded activities, where procurement is involved, standard purchase procedure of the institute is followed.
- Institute assumes its responsibility for appropriate utilization of released funds either in single installment or multiple.
- Also, as per the guidelines of funding agency, submits the audited reports along with activity report to the funding agency through seeker.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 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 a well-defined quality policy which is stated as “continuous basis evaluate and monitor the quality of education and training imparted at institute, to improve the teaching- learning process and develop the institute as a Centre of Excellence”. The Internal Quality Assurance Cell (IQAC) is formed in the Institute. The cell is working effectively for the overall quality improvement of the activities of the institute. The institute has well defined policy for the quality assurances which is ensured by the effective participation from all the stakeholders.

Quality assurance is a by-product of on-going efforts to achieve the objectives of an institution, and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the institution for “education” is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning. The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. It will not be yet another hierarchical structure or a record-keeping exercise in the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies to remove deficiencies and enhance quality

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

#### **Response:**

#### **Structure for Review of teaching learning process**

- Director, Dean-Academics, HOD, student representative forms the structure to review teaching learning process. Director conducts meetings to review of the working of the college. HOD & Dean-Academic conduct monthly meetings in order to review the progress and performance of the department. Minor issue are discussed and solved at department level, whereas major points are discussed and necessary changes are suggested at Director level.
- Also Director takes the feedback from students in presence of HOD & Dean-Academics about the teaching learning process and suggestions are given to concerned faculty members.
- Academic audit conducted in each semester also provides the necessary information for taking corrective actions for the improvement in teaching learning process.

#### **Methodology**

The review of teaching learning is done in the following manner:

- Preparation of academic calendar at beginning of every semester.
- Taking subject choices from faculty.
- Time table preparation of classroom, & extracurricular activity.
- Teaching plan preparation by faculties based on academic calendar and personal time table at the beginning of semester.
- Innovative, digital teaching-learning and working environment in college.
- Implementation of Guardian Faculty Member (GFM) for improvement of teacher - student interaction.
- An academic is done by academic audit Committee.
- Feedback from students is taken at the end of the semester.
- Feedback received from students is utilized for further improvement.
- Result analysis at the end of each examination and corrective actions are taken based on the findings of result analysis.

#### **Outcome**

- Academic calendar plans the smooth schedule for the complete semester for effective teaching-learning process.
- The Teaching Plan and practical plan helps the teachers in organizing their time leading to timely completion of curriculum and conducting examinations as planned. This has led to improvement of results.
  - Based on the students feedback necessary actions are suggested to concerned faculties and implemented timely.
  - Use of smart teaching aids to improve the visualization quality of the students

- GFM scheme helps students to discuss and attain the personal traits in the learning through individual discussion with Mentors.

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

**Response:** 3.8

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3       | 2       | 3       | 11      | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of quality initiatives by IQAC per year for promoting quality culture | <a href="#">View Document</a> |
| IQAC link  | <a href="#">View Document</a> |

### 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 | <a href="#">View Document</a> |
| Any additional information                                  | <a href="#">View Document</a> |

### 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:

#### Formative Evaluation Process

Formative assessment is essential to monitor individual student learning and modify the teaching methodology of the teacher accordingly. Assessment is done on the basis of:

- Assignments (From syllabus content, self-learning)
- Presentations (on selective topics from subject contents)
- Industrial Visits
- Group Discussions, Book Review
- EDP Activity
- Workshops/Seminars
- Mini projects
- Department Functions/Events
- Social activities
- Participation in inter departmental/state level/National/ International competitions
- Overall attendance and conduct throughout the semester.

#### Nurturing Logical temper

- Expert lectures of industry persons, eminent persons, scientists, entrepreneurs are organized to share their experiences and to make them aware of new economy, business methods, technology and best practices followed in industry.

#### Retention strategies

- Institute provides equal opportunity to all the faculty members for promotions based on their qualification and performance.
- Institute sponsors/deputes faculty for higher studies.
- Institute sponsors/deputes faculty for conferences, workshops etc.
- Faculty is felicitated based on their achievement and performance.

- Resources for research are provided to faculty.

NAAC



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 1

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

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

#### 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:**

Girl's student leadership is an important aspect of Dr DY Patil School of Management institute, and something to which many students aspire. We continuously thrive towards promoting and encouraging girl's students to participate in various recreational and cultural events. May it be the common cultural event or specialized program addressing specifically towards some cause or issue. One such program we have conducted where we tried to address the issue which generally is unspoken amongst each other- Sexual harassment of women and girls at workplace. Also to motivate the girls to be self-sufficient and be a future entrepreneur, the institute has arranged a special program on Women Entrepreneurs where we invited famous woman entrepreneur of Pune City to address the students. Through this program we tried to broaden the prospective of males to respect and protect women and also encouraged the girls to have your say when something is wrong happening to them. Institute has also infrastructural facility for the safety and security of the girls in the form of CCTV cameras installed in the campus and also security guards are appointed. The counselling room and common room is also available in the campus.

The cultural Committee plays an important role in Dr DY Patil School of Management institute. DYPSON has a huge number of girls participating in cultural event in the college. Our committee helps out with

major cultural events, as well as promoting girls' spirit in each of the codes and encouraging participation in the various talent related activities.

### 7.1.3 Alternate Energy initiatives such as:

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

**Response:** 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 2291

| File Description  | Document                      |
|---|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | <a href="#">View Document</a> |

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 16.73

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

Response: 45

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 269

| File Description   | Document                      |
|--|-------------------------------|
| Details of lighting power requirements met through LED bulbs | <a href="#">View Document</a> |

### 7.1.5 Waste Management steps including:

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

**Response:**

Waste management in our campus is at introduction level, We have the system of waste collection and putting that in to a vehicle that comes in our campus on daily basis. We segregate the waste as solid waste

and liquid waste, In Green dustbin we collect the dry garbage and in blue the wet and also we have started recently a Red dustbin for chemicals and Hazardous garbage.

Also recently we have taken steps for E-waste management, we are planning to tie up with certain e waste management centers in pune like poona e waste solutions, SWaCH e-waste collection center, PMC e-waste collection.

Also we have the purifier where all drainage water accumulates and gets purified and is reused for gardening purpose.

We have different informative boards at college on waste management. Following activities are initiated for the waste management, and will be implemented in coming years, few of them we have already carried out.

Source reduction, Recycling, Composting, education, Paper reduction, Campus and community clean-ups, Class talks, presentations and tours, Food waste weighing contests, Recycling and used clothing drives, Poetry, Recycling contests, Pamphlets, celebrating Earth Day, Pledge program etc.

#### **7.1.6 Rain water harvesting structures and utilization in the campus**

##### **Response:**

Every drop of rain water is like blessings of God to the people on the earth. Fresh rain water falls on the ground like pearls, so everyone should understand the importance of rain water especially in developing regions and rural areas lack of natural water resources

Collecting rain water to the surface is very effective and traditional technique. It can be done using small ponds, underground tanks, dams, weirs etc.

As our campus is located at natural landscaping the water flows are channelized and the flows are in certain direction, this water is used for various purposes in campus.

We have the water reservoir for rain water harvesting whose capacity is of 3 million liters.

Every rainy season the rain water is stored in the reservoir. And the stored water is used for cricket ground, oval shaped ground, also for garden and various trees and also for the various buildings.

The discussion is going on at the top level management for roof top rainwater harvesting system and also for ground water, also of dug wells, pits, trenches, recharge wells, recharge shafts, recharge lateral shafts with bore wells, spreading technique.

#### **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:**

Reuse, Reduce, Recycle! These are the three words that can truly make and help save the earth.

Our campus has situated in the lap of nature i.e. in between knolls and absolute pollution free environment. In our campus we have 64 different types of trees and total number of trees are 3571, there are various lawns as well.

We have the solar system at hostel, and have got sanctioned Rs.5,00,000 for solar photovoltaic electricity panels for DYPSON. Various boards and instructions are there wherever it is required, eg. Turn of the lights etc.

The institution observes daily power cut time between 8:15 am to 8:30 a.m. also a weekly power cut is imposed between 2:00 pm to 2:30pm, except for examination purposes. Following activities are practiced

Carbon sequestration by planting bamboos in the campus, Participation in Eco Friendly Ganesh Visarjan, Say No To Plastic Drive, Green Essay competition, tree plantation etc.

The institution observes daily power cut time between 8:15 am to 8:30 a.m. Apart from this, a weekly power cut is imposed between 2:00 pm to 2:30pm, except for examination purposes.

College is planning for various avenues for availing the sources of renewable energy.

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

**Response:** 0.68

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0.61    | 0       | 2.22    | 1.63    | 0       |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Details of expenditure on green initiatives and waste management during the last five years | <a href="#">View Document</a> |

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

**Response:** C. At least 4 of the above

| File Description                                      | Document                      |
|---|-------------------------------|
| Resources available in the institution for Divyangjan | <a href="#">View Document</a> |
| Any additional information                            | <a href="#">View Document</a> |

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

**Response:** 5

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Number of Specific initiatives to address locational advantages and disadvantages | <a href="#">View Document</a> |

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 7

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3       | 2       | 1       | 0       | 1       |

| File Description   | Document                      |
|--|-------------------------------|
| Report of the event  | <a href="#">View Document</a> |
| Details of initiatives taken to engage with local community during the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**7.1.12****Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff****Response:** No

| File Description   | Document                      |
|--|-------------------------------|
| Any additional information   | <a href="#">View Document</a> |
| URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics | <a href="#">View Document</a> |

**7.1.13 Display of core values in the institution and on its website****Response:** Yes

| File Description                                 | Document                      |
|--|-------------------------------|
| Any additional information                       | <a href="#">View Document</a> |
| Provide URL of website that displays core values | <a href="#">View Document</a> |

**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 | <a href="#">View Document</a> |

**7.1.15 The institution offers a course on Human Values and professional ethics****Response:** Yes

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

**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                      |
|---|-------------------------------|
| Provide URL of supporting documents to prove institution functions as per professional code | <a href="#">View Document</a> |

**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:** 5

| File Description   | Document                      |
|--|-------------------------------|
| List of activities conducted for promotion of universal values | <a href="#">View Document</a> |

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

National Festivals are celebrated with enthusiasm. Our students are on a mission towards better India. They come together breaking the boundaries of religion and caste. Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programmes conducted on these days. Every year our

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

1. Library day (Dr. S.R. Rangnathan. 12th august )
2. Teachers day
3. Republic day
4. Independence day

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

#### **Response:**

Our institution believes in maintaining complete transparency in its financial, academic, administrative & auxiliary functions. Considering the financial matters institute appoints external auditors every year. This decision is always taken unanimously in the general body meeting (Governing Council meeting) of D.Y Patil group. Audited statements regarding financial activities are circulated to all the concerned members of the Governing body. The information regarding the College is freely made available to the public through our website viz.: [www.dysom.org](http://www.dysom.org). As the College is under RTI all the information is made available to the public. We always take care of our students from their enrollment to their overall development. Recruitment of faculty & all necessary procedures are practiced as per the guidelines given by higher education department, University & UGC. All circulars regarding, students, teaching staff & non-teaching staff are circulated & displayed on the notice boards. Local management committee (LMC) is that decision making authority which consists of members from the management, teaching staff & non-teaching staff. Planning & execution of different auxiliary functions are discussed & decided in this committee which are communicated to all stake holders of our stakeholders

## **7.2 Best Practices**

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

#### **Response:**

**A. Title of the Practice:** Entrepreneurship Development Programme

#### **Objective of the Practice:**

1. To develop entrepreneurship awareness among the students.
2. To organize Entrepreneurship Motivation Programs (EMPs), Skill development

programs (SDP), Entrepreneurship Awareness Camps (EAC), Entrepreneurship Development Programs (EDP), Faculty Development programs (FDP), Competitions

1. To unleash the entrepreneurial potential among students.



### **The context:**

To provide a platform to the young minds to interact and synthesize their minds towards entrepreneurship, an effort for developing a role making cell viz the entrepreneurship development cell has been established.

### **The Practice**

Creating self-employment opportunities, Increase the supply of competent entrepreneurs through training and motivation, Implant the spirit of 'Entrepreneurship' in youth, Evolve and Spread out the new knowledge and insights in entrepreneurial theory and practice through exploration

### **Evidence of success**

- Activity 1 : 2 Days Entrepreneurship Development Program- 2014-15,(27th, 28th February 2014 And 1st March 2014)

Time: 9.30 Am – 5.300 Pm Class: MBA

Total Number of Students Participated: 25

- Activity 2: 3 Days Entrepreneurship Development Program- 2015-16 (DATES 5th, 6th And 7th October 2015 )

Time: 9.30 Am – 5.300 Pm Class: MBA

Total Number of Students Participated: 28

- Activity 3: 3 Days Entrepreneurship Development Program- 2016-17,( DATES 13TH, 14TH And 15th September 2016)

Time: 9.30 Am – 5.300 Pm Class: MBA

Total Number Of Students Participated: 26

- Activity 4: 'A DAY WITH A PROFESSIONAL', 10TH MARCH 2017

Time: 9.30 Am – 5.300 Pm Class: MBA

Total Number of Students Participated: 86

- Activity 5: 'CELEBRATING THE SPIRIT OF WOMEN ENTREPRENEURSHIP'

9TH MARCH 2017

Time: 9.30 Am – 5.300 Pm Class: MBA

Total Number of Students Participated: 88

- Activity 6: Entrepreneurship Awareness Camp In Association With Maharashtra Center For Entrepreneurship Development (MCED) On 18th,19th And 20th September 2017. Certified Workshop For Entrepreneurship Development From Professionals For The Students.

Time: 9.30 Am – 5.30 Pm Class: MBA

Total Number of Students Participated: 103

- **Problems Encountered and Resources Required**

Students were from different background and hence they all were little hesitant at the early stages but as the participation figures demonstrates the problems are resolving every year. Resources required: Communication facilities with access to internet, Telephone, and Fax, Books, Newspapers and magazines are access at the library, Seminar, Conference and Practical room. Xerox, laser printer ,Digital library facilities

- **Remarks**

Entrepreneurship Development is the most important requirement of the economy today. In a scenario of 'Make in India' there is a necessity to develop students to be a job giver rather than being a job seeker. There is a need to create and maintain an interaction between industries and educational institutions which is necessary to tutor and mold the young minds towards innovation and creativity

### **B. Title of the Practice: Magic Friday**

#### **Objective of the Practice**

- i) To make the students versatile and to improve their soft and analytical skills.
- ii) To update the students about current topics of economical, political, business and social nature at national, international levels.
- iii) To enhance the management and leadership qualities of students.
- iv) To enhance the employability of the students.
- v) To enable them to shine in various activities at various inter- college and inter-university level thereby boosting their confidence and self-image.

#### **The context**

To enhance the employability of students is one of the major objectives of the Institute of Management. Most of the students of this institute come from rural and/or semi urban environment of Pune region in Maharashtra. They are found weak in soft skills and academics. Many students have very low score in MAH-MBA/MMS-CET (entrance examinations for MBA courses). Such students need extensive training in soft skills, general awareness and development of leadership qualities. The institute has formalized

pecially designed institutional curriculum and earmarked specific periods for delivering this curriculum. As a result, the students are becoming more aware and are more adept in soft skills.

### **The Practice**

- i) The practice is to provide training in business communication, and other areas as mentioned above by organizing special classes along with and in addition to the university curriculum.
- ii) Majority of students in this institute came from rural/semi urban where schooling standards are low
- iii) The practice is unique as it has been designed after intense observation and analysis of the requirement and performance of the students.
- iv) MBA programs are professional programs and students and parents want good placements even before the student pass out.
- v) Formal curriculum is not enough to make a student employable.
- vi) Students who are weak in soft skills, analytical skills and leadership qualities find it difficult to get placed.
- vii) Institutional curriculum is a major step for developing graduate attributes and to bring in multidimensional improvement in his/her personality.

### **Evidence of success**

- i) As a result students have achieved better results in inter collegiate competitions and activities where such skills are required.
- ii) Students are giving positive feedback about this practice.
- iii) Reflection can be seen in employability of students
- iii) Since this practice has started in academic year 2015-16, further results will be visible by next academic year when these students step out of the institute

### **Problems Encountered and Resources Required:**

- i) Framing of befitting institutional curriculum and awarding suitable weight ages to various subjects.
- ii) Sparing time for additional classes.
- iii) Resources are available and also new resources have been

| <b>File Description</b>    | <b>Document</b>               |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 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:

Our Vision: “DYPSOM aspire to be a frontrunner in Managerial education at national level by making students **methodically superior** and **ethically strong** having **enterprise spirit** with an **inclusive mind-set**”. Our institute believes that 21st century is an era of globalization and all countries are under its umbrella. Globalization has specific quality norms and expectations from its stake holders. Our institute has started M.B.A. in 2010 by considering future demands in the field of business and software industry to meet the expectations of globalization. The performance of the institution in last 5 years fulfills our vision statement and thrust area. We have tried our best to reach the students to acquire such professional and skill oriented education in management education. Courses have started with intake of 60 students in the beginning and now we have reached to the sufficient intake. In rural area we are have full intake despite of the institute located in remote area. All these courses help the students to acquire skill-sets required to match the need of the Industries. These courses equip students with global competencies so that they could face the changing trends of Industry successfully. We have well developed equipped classrooms with LCD Projectors .We have digital library facility, with access to resources of other libraries. Our computer labs are equipped with latest PCs, we have 117 PCs installed to be used by the staff and students .We have sufficient number of printers, scanners, barcode readers, color printers and digital photocopiers in the institute . Institute has organized International conferences, National conferences. State level conferences where researchers from the various parts of the world, country, state and local come and participate in the events. Various events such as Ajeenkya D. Y. Patil Lecture Series , EDP, Magic Friday are conducted every year to enhance the capabilities of the students. We published journals having ISBN number on conferences held. Faculties and Students from MBA department publish research papers. Students participated and prepared exhibits their involvement .Workshops, Guest lectures, exhibitions are regularly organized for the overall development of the students.

## 5. CONCLUSION

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### Additional Information :

D.Y.Patil School of Management, Lohegaon, Pune has initiated Edu-Socio Connect activity & we are determined to play a major role in equalizing opportunities in three ways.

1. By making it possible for all those who have the desire to be educated and the ability to benefit by that facility;
1. By developing a content of education which will promote the development of a scientific and objective outlook.
1. By creating a social environment of mutual tolerance based on religion, language, caste, class, etc. for providing equal opportunities of social mobility to all individuals in society, and for providing equal opportunity to secure good education is crucial.

### Concluding Remarks :

We are devoted to impart quality management education and create opportunities for students to become intelligent and ethical managers. This accreditation process will provide us an opportunity to know our strengths and weaknesses and to implement the suggestions given by the peer team.

It is tough to complete this self-study report (SSR) without the cooperation and help of entire team of D Y Patil School of Management. I would like to express my profound thanks to the members of the Steering Committee, head of the committees, the faculty and staff for their contribution in the preparation of SSR. I take this opportunity to thank our Management for their help and whole hearted support for this endeavour. We look forward for the visit of the Peer Team and you will appreciate our efforts.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|-----------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 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<br/>           Answer before DVV Verification : 8<br/>           Answer after DVV Verification: 3</p> <p>Remark : The number has been changed according to the proof.</p>  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 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<br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>55</td> <td>12</td> <td>15</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>40</td> <td>11</td> <td>12</td> <td>13</td> </tr> </tbody> </table> <p>Remark : The numbers has been changed according to the proof.</p> | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 60 | 55 | 12 | 15 | 20 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 46 | 40 | 11 | 12 | 13 |
| 2016-17   | 2015-16   | 2014-15 | 2013-14 | 2012-13 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 60        | 55  | 12      | 15      | 20      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2016-17   | 2015-16   | 2014-15 | 2013-14 | 2012-13 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 46        | 40  | 11      | 12      | 13      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2.3.3     | <p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors<br/>           Answer before DVV Verification : 17<br/>           Answer after DVV Verification: 0</p> <p>Remark : There is no proof to support the claim.</p>  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2.4.2     | <p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years<br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>3</td> <td>3</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>  | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 6  | 3  | 3  | 3  | 1  |         |         |         |         |         |    |    |    |    |    |
| 2016-17   | 2015-16   | 2014-15 | 2013-14 | 2012-13 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 6         | 3   | 3       | 3       | 1       |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |

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

Remark : The numbers has been changed according to the proof.

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

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:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3       | 6       | 7       | 1       | 4       |

Answer After DVV Verification :

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

Remark : The numbers has been changed according to the proof.

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

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

Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 6       | 6       | 3       | 3       | 3       |

Answer After DVV Verification :

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

Remark : The numbers has been changed according to the proof.

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 : 11

Answer after DVV Verification: 2

Remark : As per email from NAAC on 24 July

| 3.3.4   | <p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>15</td> <td>18</td> <td>6</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>10</td> <td>5</td> <td>9</td> <td>10</td> </tr> </tbody> </table> <p>Remark : The numbers have been changed according to the proof.</p>  | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 13   | 15   | 18   | 6    | 9    | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 7 | 10 | 5 | 9 | 10 |
|---------|--|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|---|----|---|---|----|
| 2016-17 | 2015-16  | 2014-15 | 2013-14 | 2012-13 |         |         |      |      |      |      |      |         |         |         |         |         |   |    |   |   |    |
| 13      | 15   | 18      | 6       | 9       |         |         |      |      |      |      |      |         |         |         |         |         |   |    |   |   |    |
| 2016-17 | 2015-16  | 2014-15 | 2013-14 | 2012-13 |         |         |      |      |      |      |      |         |         |         |         |         |   |    |   |   |    |
| 7       | 10   | 5       | 9       | 10      |         |         |      |      |      |      |      |         |         |         |         |         |   |    |   |   |    |
| 3.5.1   | <p>Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1095 1046 1229"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1442"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The numbers has been changed according to the proofs.</p> | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 6    | 2    | 3    | 4    | 5    | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 0 | 0  | 0 | 1 | 0  |
| 2016-17 | 2015-16  | 2014-15 | 2013-14 | 2012-13 |         |         |      |      |      |      |      |         |         |         |         |         |   |    |   |   |    |
| 6       | 2  | 3       | 4       | 5       |         |         |      |      |      |      |      |         |         |         |         |         |   |    |   |   |    |
| 2016-17 | 2015-16  | 2014-15 | 2013-14 | 2012-13 |         |         |      |      |      |      |      |         |         |         |         |         |   |    |   |   |    |
| 0       | 0  | 0       | 1       | 0       |         |         |      |      |      |      |      |         |         |         |         |         |   |    |   |   |    |
| 4.2.4   | <p>Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)</p> <p>4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1800 1046 1935"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1.26</td> <td>3.57</td> <td>5.78</td> <td>7.36</td> <td>2.65</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2013 1046 2092"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>   | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 1.26 | 3.57 | 5.78 | 7.36 | 2.65 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |   |    |   |   |    |
| 2016-17 | 2015-16  | 2014-15 | 2013-14 | 2012-13 |         |         |      |      |      |      |      |         |         |         |         |         |   |    |   |   |    |
| 1.26    | 3.57   | 5.78    | 7.36    | 2.65    |         |         |      |      |      |      |      |         |         |         |         |         |   |    |   |   |    |
| 2016-17 | 2015-16  | 2014-15 | 2013-14 | 2012-13 |         |         |      |      |      |      |      |         |         |         |         |         |   |    |   |   |    |
|         |  |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |   |    |   |   |    |



|     |      |     |      |      |
|-----|------|-----|------|------|
| .57 | 2.92 | .52 | 5.01 | 1.38 |
|-----|------|-----|------|------|

Remark : The numbers has been changed according to the proof given.

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

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 72      | 43      | 19      | 25      | 32      |

Answer After DVV Verification :

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

Remark : The scholarship provided is by the institution and not by the government.

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

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 35      | 25      | 30      | 25      | 20      |

Answer After DVV Verification :

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

Remark : The proofs provided are for the years 2017-18 and hence the numbers are changed.

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

|        |  |
|--------|--|
|        | <p>Answer before DVV Verification : B. Any 4 of the above<br/>         Answer After DVV Verification: C. Any 3 of the above<br/>         Remark : The option has been changed according to the proof provided.</p>   |
| 7.1.12 | <p>Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff</p> <p>Answer before DVV Verification : Yes<br/>         Answer After DVV Verification: No<br/>         Remark : The link provided does not lead anywhere and hence the option is changed.</p>   |
| 7.1.17 | <p>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</p> <p>Answer before DVV Verification :<br/>         Answer After DVV Verification :5<br/>         Remark : The numbers has been changed according to the proof provided.</p> |

## 2.Extended Profile Deviations

| ID  | Extended Questions   |
|-----|--|
| 1.4 | <p>Total experience of full-time teachers<br/>           Answer before DVV Verification : 207 years<br/>           Answer after DVV Verification : 180 years</p>                           |
| 1.5 | <p>Number of teachers recognized as guides during the last five years<br/>           Answer before DVV Verification : 3<br/>           Answer after DVV Verification : 2</p>               |
| 1.6 | <p>Number of full time teachers worked in the institution during the last 5 years<br/>           Answer before DVV Verification : 95<br/>           Answer after DVV Verification : 16</p> |