



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SANT DNYANESHWAR INSTITUTE OF MANAGEMENT AND BUSINESS ADMINISTRATION

SANT DNYANESHWAR INSTITUTE OF MANAGEMENT AND BUSINESS
ADMINISTRATION BHANASHIWARE, TAL- NEWASA, DIST- AHMEDNAGAR

414609

414609

www.belhekarmba.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Sulochana Belhekar Samajik & Bahu-Uddeshiya Shikshan Sanstha, Bhanashiware established in December, 2005 had twin objectives of providing high class education system comparable to the best in any urban area and to give a fillip to the empowerment of women through need based education to the rural masses. Under the vigilant eyes of Dr. Suresh Patil Belhekar the Sulochana Belhekar Samajik & Bahu-Uddeshiya Shikshan Sanstha started its rapid growth and began to play a key role to meet the diversified educational needs of people of Maharashtra in general and Newasa in particular. His intuitive vision led him to the firm conviction that if quality education is provided to rural youth, they will play a dominant role in building the Nation. Further, he believed that education of a woman means the education of the whole family in view of KG to PG. Which includes pre primary, primary, secondary, higher secondary, graduation, post graduation & Polytechnic & ITI courses in technical field.

Sant Dnyaneshwar Institute of Management and business Administrations offers to years full time MBA program affiliated to SPPU Pune University and approved by all india council for technical Education (AICTE)

Vision

"To Establish a Centre of Excellence to Build Multifaceted Personalities Nurturing Administrative Abilities and Social Values, Contributing To the Development of Nation."

Mission

To develop competent, professional & value oriented management graduates to face Business Challenges.

To provide an education that nurtures Administrative abilities & social values contributing to the development of society.

To create an environment for developing Entrepreneurs to support Social & Economic needs of Nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Well qualified and young faculty members

Excellent and well maintained Infrastructure

Strong gender ratio

ICT based teaching learning practices

Eco friendly campus

Active participation and contribution in social events

Special focus on communication of students

Registered alumni association

Institutional Weakness

Less number of Doctoral faculty members

Lack of consultancy Services

Under Utilization of infrastructure

Located at remote location

Institutional Opportunity

Opportunities to utilize potential of Alumni

To increase major and minor research funded projects

Improvement in skill-based course for student employability

To start centre of excellence for innovation in the field of management in rural sector

Institutional Challenge

To improve placement percentage as most students are from rural background

Rising cost of education

Rural background of students forces, limitation in terms of communication skill and unawareness global requirement

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The SDIMBA Institute is approved by AICTE and is affiliated to SPPU, Pune. Institute follows the curriculum and syllabi prescribed by SPPU. The institute takes efforts for effective curriculum delivery.

The institute attempts to transmit regular feedback on the curriculum of many disciplines from various stakeholders in order to produce curriculum enrichment. Through value-added courses and extending the course's contents beyond the required syllabi, the gap in the curriculum are found and filled. The use of creative teaching pedagogies, such as teaching through role plays, group discussions, PowerPoint presentations, case studies, and mini projects, is encouraged in addition to traditional teaching methods.

The academic calendar created by the institute serves as the foundation for the teaching, learning, and assessment schedules. The Institute faculty employs cutting-edge and original teaching techniques to deliver the curricula. Faculty members use a range of concurrent approaches to assess the elective (internal) subjects. The Central Assessment Programme of the University is used to evaluate the external papers that are conducted by the University. The SPPU, Pune has started CBCS pattern from June 2013.

The Institute has developed various course types and included them in the curriculum to enhance professional competencies and instill gender, social and human values, and environment sensitivity, among other things, leading to the holistic development of students. These cross-cutting issues relate to gender, environment and sustainability, human values, and professional ethics.

Teaching-learning and Evaluation

The institute makes steps to evaluate students' learning capacity and level through its induction programme and their performance in several exams. Special activities are conducted as needed based on this evaluation. Through industrial visits and Memorandums of Understanding, the faculty helps students build effective and lifelong skills while giving them a platform to explore on their own. The student population has access to ICT tools. Faculty members are embracing novel teaching techniques like proactive strategies. The institute takes care to give faculty members the necessary skills and tools for adopting such cutting-edge practises through seminars and workshops. The institution is dedicated to giving students a high-quality education and has a sufficient number of qualified, capable, and experienced teachers.

The Institute rigorously adheres to all SPPU-scheduled timelines and examination revisions. Students are familiar with the speedy and open evaluation process. Innovative formative and summative assessment methods that focus on the multidimensional growth of students are frequently used. A well-defined committee is established to resolve complaints. The tutor-mentee structure is well specified to address students' seriousness and other issues. Overall performance and newly learned abilities are taken into account when evaluating the success of the teaching and learning process. The evaluations and stakeholder feedback are analysed and assessed to inform future planning and help students overcome known learning obstacles.

Research, Innovations and Extension

The Institute supports faculty and student research in a number of ways, including by sponsoring their attendance at national and international conferences, granting them academic leave for research, hosting national and international conferences, hosting workshops on research methodology, and hosting FDP lecture series. For faculty exchange and industrial visits, several partner industries and institutes have signed memoranda of understanding.

The institution has created a platform to have active interaction between the faculties, students and the eminent researchers/entrepreneurs through guest lectures.

Students are becoming more conscious of their responsibility to society thanks to extension and outreach programmes, which are also helping them to grasp community commitment on a deeper level. Students benefit in a variety of ways from the experience obtained through extension and outreach programmes, including improved self-esteem, improved job preparation, and the ability to perceive and analyse societal problems in their immediate environment. Such initiatives urge pupils to grow in compassion and to adopt a lifetime service ethic.

Infrastructure and Learning Resources

The SDIMBA infrastructure complies with AICTE standards. You are welcomed to the Institute by a tastefully designed garden with a lawn and numerous trees. On campus, parking spaces have been designated for both students and employees.

Inside the classrooms, computer lab, office, placement cell, large seminar hall, and library, the institute has state-of-the-art amenities. The institute is also well-equipped with a staff room, restrooms, cafeteria, conference room, playground, ramps and elevators for the disabled, a photocopy centre, and a stationery store, which are more than enough to meet practically all needs.

The institute has 4 classrooms that are roomy and equipped with everything needed for effective teaching, learning, and research, such as LCD projectors, a tutorial room, a computer centre, one computer labs, a 120-seat seminar hall, a faculty room with internet access, a library with a reading room, an exam cell, and an office for placement. Everyone has access to the free WiFi on campus.

Several cultural and sporting events, including chess, carom, volleyball, badminton, and cricket. Students are in charge of organising various activities such as quizzes, debates, one-minute plays, ad-hoc shows, posters, flower arrangements, and management games.

For sporting events, the Institute collaborates with other universities on campus to use the playground facility. For performing games and cultural activities, infrastructure assistance is offered in the form of an LCD projection, computers, laptops, microphone, speakers, sound system, etc. The institute has a chess board, carom board, basketball, volley ball, and cricket equipment.

Reference books, textbooks, e-Databases, journals, NPTEL Videos, newspapers, etc. are all available at the library. Students can use the library and the staff's aid to find the books. On the rack, the shelf guides are positioned correctly. The school has a facility for downloading electronic resources. The library's computers are connected over LAN to printers and copiers that provide printing services.

Student Support and Progression

For SC/ST, OBC, NT, and economically underprivileged students in particular, the institute offers freeship and scholarships. According to government regulations, needy students receive specialized coaching, language labs, career counselling, guidance for competitive examinations' weakest parts, Earn & Learn plan, etc.

Many committees that are formed to successfully handle the event and activities include students as members. They work for the escorting, food, registration, public relations, and stage decoration committees.

They work as volunteers, sportspeople, technical help providers, anchors, or coordinators. When necessary, the teachers provide them with assistance. Numerous events, including, industrial visits, ice breaking, the Ganesh Festival, Induction Program and the Republic and Independence day Celebration, among others. Additionally, visits to industries help them stay up to date on current developments.

To keep them updated and enhanced in accordance with the shifting requirements of the Industry.

Based on their qualifications and areas of interest, students are proposed for the various committees. committees for the library, magazines, culture, extension activities, student council, student welfare, excursions and tours, sports, anti-ragging, and grievance redressal committees, as well as discipline.

On the advice of the students, a variety of activities are carried out, such as extra sessions for communication development, personality development, activities added to the annual sports, cultural programmes, celebration of different days, etc.

Alumni and the governing council provide ongoing feedback on the teaching and learning process, placements, internships, and entrepreneurial initiatives. This evaluation is essential to the institute's success if it wants to remain relevant in the current global marketplace.

Governance, Leadership and Management

The institute's vision and mission are clearly stated in accordance with Indian higher education policies. Top management develops quality policy during a meeting of the Governing Body based on the input and feedback of various stakeholders and the vision and mission of the organisation. The Institute creates a local managing committee on which trustees and faculty members actively engage in making decisions.

For the institutional operations, various committees are formed. The fact that faculties are given autonomy and decision-making capacity to carry out academic and other obligations reflects top management's belief in participative management. The Director incorporates every member of the team in the planning, carrying out, and reviewing of the plans. The various tasks are assigned to the workers in accordance with their preferences and qualifications.

Faculty members are granted freedom to create their own individualised academic plans. During faculty meetings with the director, faculty members propose a plan of action for academic improvement. The use of various pedagogical tools, ICT, and value-added programmes, with a focus on instilling human values and environmental consciousness among the students, has assisted in steadily progressing in the direction of realising the institute's and the parent organization's vision and mission.

Before making any decisions on academics, co-curricular activities, and extracurricular activities, the views, opinions, and ideas of every member of the staff are taken into account.

The following committees are in existence - IQAC, Finance Committee, Disciplinary and Anti Ragging Committee, Grievance and Redressal Committee, Examination Committee, Training and Placement Committee, Alumni Committee, Library Committee, Entrepreneur Devolvement Cell and Incubation Centre.

Institutional Values and Best Practices

The institute is dedicated to respecting each individual's equality and diversity, regardless of their age, gender, ethnicity, and cultural background, level of education, experience, talents, or gender. The institute's grievance committee and feedback system always treat any such problems as urgent matters and take appropriate action as needed. The institution gives both male and female employees and students the same opportunities in administrative, teaching, extracurricular, co-curricular, and sports activities, as well as deputation to courses, programmes, further education, positions, committees, placements, and other areas.

In order to save energy, institution has facilities such as solar energy, use of LED bulbs, etc. Water conservation facilities available in the institution include rain water harvesting, bore-well recharge, construction of tanks.

Regarding plantation, solid, liquid, and hazardous chemical waste management, the use of renewable energy sources, the restriction of plastic use, and pedestrian-friendly methods, our large green campus has embraced environmentally friendly regulations. The Institute has conducted energy and environment audits.

The Institute has introduced many innovations in teaching -learning process which has created a positive impact on enhancing students learning. The best practices include Comprehensive Student Monitoring System and creation and maintaining ecofriendly environment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SANT DNYANESHWAR INSTITUTE OF MANAGEMENT AND BUSINESS ADMINISTRATION
Address	Sant Dnyaneshwar Institute of Management and Business Administration Bhanashiware, Tal- Newasa, Dist- Ahmednagar 414609
City	Newasa
State	Maharashtra
Pin	414609
Website	www.belhekarma.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details		
State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-01-2022	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sant Dnyaneshwar Institute of Management and Business Administration Bhanashiware,Tal- Newasa, Dist- Ahmednagar 414609	Urban	1	2130

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA,Mba,	24	Graduation	English	60	60

Position Details of Faculty & Staff in the College

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

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	0	0	0	0
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	6	0	0	6
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	58	0	0	0	58
	Female	11	0	0	0	11
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	16	13	10	8
	Female	2	1	2	1
	Others	0	0	0	0
ST	Male	2	1	0	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	16	16	32	17
	Female	2	2	1	2
	Others	0	0	0	0
General	Male	18	25	14	29
	Female	3	2	1	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		59	60	60	59

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute offer standalone single MBA programme which is affiliated to Savitribai Phule Pune University. This MBA programme offers different major and minor specialization to students
-----------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	as per norms of affiliating University.
2. Academic bank of credits (ABC):	our institute is in the process of NAAC accreditation (cycle-1). The institute shall register to Academic bank of credits after the accreditation and becomes eligible to apply for Academic bank of credits.
3. Skill development:	The institution organises various skill development initiatives for students and staff. These include organising seminars , webinars ,co-curricular and extra curricular activities and competitions including Startup and innovation cell activities. Teaching faculty members also upgrade their skills by attending various AICTE ATAL FDPs.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institute offers post graduate programme in management stream (MBA) as per the guidelines of affiliating university. The institute is ready to follow new education policy (NEP) norms as and when implemented by the regulatory authorities such as AICTE, DTE and SPPU.
5. Focus on Outcome based education (OBE):	The Institute has already implemented choice based credit system (CBCS) pattern of MBA curriculum based on outcome Based Educations from academic year 2016.
6. Distance education/online education:	Institute shall follow the distance education/online education once the NEP will be implemented at post graduate level by affiliating university.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Students Co- ordinator appointed. Faculty Members is appointed as coordinator on ELC
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of	College conducted voter awareness programe in the village bhanashiware Tal. Newasa with the help of the Grampanchayat. Organized. a rally in the villages for the awareness of voting and enhancement of voting by the farmers and villages, Students and village people participated in the rally.

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>College has organized Oath taken programme for students and give the Oath to the young students for participation in voting.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students volenterilly encouraged their family and friends to vote as well as register their name those who are eligible as per the law.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
124	115	112	114	96
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 7

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	7	7	7

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
33.07	22.26	32.41	31.12	14.95
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Since the institute is a part of Savitribai Phule Pune University, it must adhere to the University's curriculum, which limits its options for creating its own syllabus. The institute adheres with all AICTE/UGC and other relevant agencies' regulations. Academic Calendar for each semester is prepared as per time frame given by University.

The staff members create lesson plans and subject files for each subject to ensure that the academic calendar and curriculum are properly implemented. Faculty members are encouraged to adopt cutting-edge teaching pedagogies such teaching through role plays, group discussions, PowerPoint presentations, and case studies in addition to traditional teaching methods. The Director has a meeting to discuss subjects and workload distribution prior to the start of a new semester and includes a review of the previous semester in the same.

The programme coordinator holds frequent staff meetings to discuss the state of the completion of the curriculum, the development of the students, and to request comments.

Human rights and cyber security are taught as value-added courses and activities as part of the curriculum. Additionally, tours of monuments and historical sites are planned for overall student development.

Every semester, industrial trips are planned for the purpose of fostering industry interaction, and the college frequently hosts guest lectures from industry professionals.

Attendance of the pupil is maintained and traced on a monthly basis and in case of short fall from the standard i.e. 75%, counseling by the Director and respective mentors is done.

The internal evaluations are also planned according to the requirements of the course and with the goal of analysing each course's objectives. The exams are administered in accordance with the university's semester-by-semester announced timetable and in good faith as an exam centre. The outcomes of the university exam are examined and contrasted with the standard university average. A thorough examination of each course's results is covered, and both excellent and poor performance are praised and evaluated. The institute puts forth a lot of effort to develop a learning environment that supports academic and educational achievement.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 5

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 31.55

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
30	48	40	24	35

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Sant Dnyaneshwar Institute of Management and Business administration pays attention on integration of various issues related to Environment, Gender, Sustainability, Human Values and Professional Ethics as well.

Participation in various CSR Activities

The faculty and students passionately plan and take part in numerous CSR events, including Organizing Clean India movement activity, Tree plantations, Blood Donation Camps, Water conservation movement, Reuse of office Stationary, Traffic rules Awareness Activity and Celebrating Constitution Day.

Gender & Human Rights

To address any issues relating to the mentioned areas The College has formed ICC Cell - Sexual Harassment (Prevention, Prohibition, Redressal) Cell, Anti Ragging & Grievance Redressal cell.

Environment and Sustainability

Course Code	Course Name	Brief Contents
401	Managing for sustainability	Economic and Social Sustainability along with Business Cases and reporting such as CSR and ESG reports, ISO 26000
307 HR	Employee Health, Safety	The Air Prevention and Control Act 1981, The Water Prevention and Control Act 1974 , The Environment Protection Act 1986
303	Startup and New Venture Management	Environment Protection Act

Human Values:

Course Code	Course Name	Brief Contents
Course I	Introduction to Human Rights and Duties	Human Values-Dignity, Liberty, Equality, Justice, Unity in Diversity, Ethics and Morals
Course II	Human Rights of Vulnerable and disadvantaged groups	Social Status of women and children in International and national perspective
Course III	Human Rights and duties in India: law, Policy, society and enforcement mechanism	Professional Bodies, Educational Institutions, Role of Corporate Sector, NGO's
105	Organizational Behavior	Review of articles from Journal of Human Values

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

1.3.2

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

Response: 49.19

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

Response: 61

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

1.4 Feedback System**1.4.1**

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 96.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
66	63	60	59	60

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
69	69	60	60	60

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 87.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	23	26	27	28

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	30	30	30	30

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 17.71

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institute has placed a strong emphasis on learning with outcomes. Through a variety of activities, the teaching-learning process motivates both faculty and students. Students are encouraged by the institution to learn through experiences through collaborating with businesses on real-world initiatives. Additionally, the institute encourages students to work on little projects to foster a problem-solving mindset in them. The purpose of the industrial tours organised by the institute is to expose students to the technology and work culture used in industry. The institute also offers a venue for conducting an industry internship.

To close the gap between academic demands and those of industry, the institute has inked MOUs with a number of sectors. The relationship between the institute and professional organisations has begun. Faculty members encourage students to read reputable journal articles and host expert lectures on particular subjects. Students have the chance to present in front of other students and a panel of faculty members, which boosts their confidence and drive. According to SPPU regulations, the institution also offers the Earn and Learn Scheme to economically disadvantaged and needy students. Faculty members advise pupils to pursue higher education after the final exam.

Special training for Soft Skills, Interview skills, Mock viva, Case studies and Group Discussions make the students ready to face Placement Interviews

Students are encouraged to participate in Student Council, cultural competitions, games, and sports that help them develop their leadership skills, confidence, and aptitude. Students are encouraged to actively participate in events including quiz competitions, conferences, and project competitions.

In order to introduce the students to the most recent advancements in the business world, eminent speakers from the sector are asked to give lectures. Students benefit from a well-equipped library's extensive variety of books, journals, and audiovisual aids as they learn and practise numerous ideas. The campus-wide Wi-Fi and free internet access encourage students to practise self-directed learning.

General & Specialization Industrial Visits – Industrial visit are organized wherein the students have a tour of the plant and learn the working of the organisation.

Summer Internship Projects – Internship provides an opportunity to gain practical experience, about a field, and assess their interests and abilities.

Case Study Workshop – Case study workshop is conducted in order to provide the learning on solving cases and also drafting new case for learning process

Case Study Competition – Case study competitions are organized for the students that enable them to learn the problem solving skills.

Mentor Mentee Sessions – Regular mentor mentee sessions are organised in order to analyse the performance of the students and guide them for further improvement. The problems faced by the students are also discussed during these sessions and accordingly the required action is taken.

Remedial Sessions – On the basis of the performance of the students in the internal evaluations, with the support of the concerned course faculty remedial sessions are conducted in order to provide opportunity

to the students to improve their performances.

File Description	Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 87.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	8	8

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 28.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Numerous internal and external examinations are made seamless by the Examination Cell. The committee in charge of the Examination Cell is in charge of handling and resolving complaints related to internal and external examinations. The Cell is open and upfront when handling problems or complaints, and the majority of complaints are answered and settled quickly.

External (University) offline examination

University Level Examination

According to the SPPU procedure, complaints regarding external (university) offline examinations are addressed by the examination department, which is controlled by the examination committee. A distinct, extensive notice detailing general guidelines and grievance resolution procedures is posted at the examination section in order to promote transparency in external examination-related complaints. Departments are also kept informed of the progress of the issues. The Institute's examination section resolves complaints and difficulties relating to tests, evaluations, and certificates. Such a situation is disclosed to the university together with the student application and required paperwork in order for it to take the appropriate action. A prompt response has been given to these complaints.

The following is the process for handling complaints about the external examination.

- Notices for completing photocopy, verification, and revaluation forms are posted at the department as well as in the institute examination section.
- They also include information about the required costs and the deadline for submission. Request a copy of the answer sheets that have been evaluated.

- Application for re-totalling and re-evaluation.
- University examination section makes a decision of various grievances and acts accordingly.

Institute Level Examination

The institute administers unit tests and preliminary exams, and the related course instructor has access to the answer sheets from these internal exams. In the lesson, accessible response sheets are dispersed. If any irregularities in the evaluation process are noticed, the student is able to address them and have them fixed with the subject teacher, who also goes over the required responses and the distributed marking scheme.

Concurrent Evaluation

- The course teacher prepares the scheme of Comprehensive Concurrent Evaluation (Formative Assessment) before commencement of the term.
- The Director approve the scheme of Comprehensive Concurrent Evaluation with or without modifications.
- The course teacher display, on the notice board, the approved CCE scheme of the course.
- On this basis internal assessment is done by institute.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program-specific outcomes (PSOs) are the specific skill requirements and accomplishments to be fulfilled by the students at the micro level until the end of the programme. Faculty members, class teachers, mentors/tutors, and course coordinators inform the students and create awareness and emphasise the need to attain the outcomes.

- All the POs, COs and PSOs are displayed on the University and Institute website. Also PSOs are displayed at staff cabin which are available for students and staff.
- COs/POs are displayed at respective laboratories and office to the students at the time of day to day activity and delivery of theory course.

- The COs, POs and PSOs are included in every course file prepared by individual teacher with mappings.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The university has established a set of course outcomes and programme outcomes for each subject.

The programme results are mapped to the course outcomes in order to give a quantitative assessment of the program's success.

Through the mapping of questions to COs and COs to POs and PSOs, the performance of the students in the exams given during the semester for each course is utilised to calculate the level of attainment of the POs and PSOs.

The concerned subject teacher, in cooperation with other senior faculty members, the Head of Department, creates CO-PO & PSO mapping for every course in the programme.

CO Attainment:

Direct and indirect methods of assessment are both available. Except for the end-of-semester university exam, every question in every examination is tagged to the relevant COs, and the overall achievement of that CO is based on the average mark specified as the aim for ultimate attainment.

Direct Attainment of Outcomes:

- Mapping CO's with PO's & PSO's is done through Course – PO's & PSO's Matrix: Here, all the courses that are offered in programme are mapped to the PO's & PSO's by concerned teacher and the collective Course – PO's & PSO's Matrix is finalized.
- Measuring the course outcomes: After the university results are declared attainment of course outcomes are measured through the marks secured by a student.
- Mapping of course outcome attainment levels with PO's & PSO's: The CO attainment level is mapped to respective PO & PSO as defined in Course – PO's & PSO's Matrix. Thus the average

of CO's for a specific PO & PSO is considered to be attained or not as per the set target.

Indirect Attainment of Outcomes:

At present the immediate stakeholder (i.e. student) is considered for indirect attainment of outcomes. The questionnaire for Indirect Measurement of Program Outcomes Attainment is floated to the students for seeking their response on the scale of 1-3 as per set target in step 1. Questions in the questionnaire have great resemblance with PO's & PSO's. Through the analysis the indirect attainment of POs and PSOs is measured.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 77.82

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	46	38	32	30

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	52	48	45	37

File Description	Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.68

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Students and staff are supported by SDIMBA in their research endeavors. Various academic, administrative, and other statutory and non-statutory committees involve every member of the faculty. Faculty members receive regular training programmes to expand their knowledge, and students also benefit from these programmes. Senior faculty members oversee the work of the Institute committees, with assistance from second-line faculty leaders. Students are given special expert talks by professionals from the field, alumni, and business owners to help them strengthen their skills.

To encourage creativity and prevent it from exploding, the Institute's management cultivates a culture of security, trust, and knowledge. They promote the transition of people and groups from creativity to innovation. It is ensured that the creative process produces tangible concepts, ideas, and business models that will advance the development of the organisation. The management team has conversations with faculties to figure out how to take innovations, ideas, or agendas from faculty members and make them a reality. Students and staff are made aware of the various facility available in the facility and encouraged to use it. The normal curriculum also takes into account ways to expand students' knowledge beyond

what is taught in the curriculum.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 7

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	2	1	1

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	03	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 1.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	03	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1

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

Response:

The SDIMBA makes an effort to instill moral and ethical ideals in its pupils. This in turn helps the pupils' overall personality development. Through various extracurricular events planned by the institute, we assist the students in connecting what they learn in the classroom with real-world employment situations. Additionally, it enhances their leadership and collaborative abilities and encourages creative problem-solving in the students. Our students are becoming more conscious of their responsibility to society thanks to extension and outreach programmes, which are also helping them to grasp community involvement on a deeper level.

The following are some of the activities the institution engages in to support the institution-neighborhood community network, student participation, and the holistic development of students:

- Donation of clothes, food packets, Grocery items, etc. to orphanage. Student realize the abundance of opportunities that are at their disposal as compared to the inmates of orphanages and start valuing more of what is available to them.

- Participation of students in River Godawari Swachata Abhiyan
- Tree Plantation in Institue Premises
- Blood Donation Camp by Arpan Blood Bank, Nashik
- Ganesh Idol Collection on the last day of Ganesh Festival.
- Anti Raging Orientation program is organized every year in the Institue.
- Entrepreneurship Development Program is also organized in the Institue for the students.
- Student Personality Development Scheme is also implemented in the Institue for developing multifaceted personalities of the students.
- Marathi Language Day is also celebrated on the Birth Anniversary of Marathi Author & Poet Mr. Vishnu Waman Shirwadkar alias Kusumagraj on 27th February every year.
- Sadbhavana Day is also celebrated in the Institue.
- Live Session of Prime minister for Student Guidance was shown to the students in the Institue.
- Historical Place Visit is organized every year wherein all the student are taken to historical places.
- Clean India Movement Activity and Plastic Free Campus activity is under taken in the college every year.
- Youth Festivals are organized by Institute every year.

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

3.4.2

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

Response:

The SDIMBA makes an effort to instill moral and ethical ideals in its students. This in turn helps student's overall personality development. Through various extracurricular events planned by the institute, we assist the students in connecting what they learn in the classroom with real-world employment situations. Additionally, it enhances their leadership and collaborative abilities and encourages creative problem-solving in the students. Our students are becoming more conscious of their responsibility to society thanks to extension and outreach programmes, which are also helping them to grasp community involvement on a deeper level.

Experience gained through extension and outreach programs helps the students to observe and analyze social problems in their surroundings, think of ways in which they can contribute towards solving those issues, improve their self-esteem and better prepare for their career, among other benefits. Such programs encourage students to become compassionate and to develop a lifelong ethic of service to society.

The student development Cell (CDC) at SDIMBA contributed to various social and environmental problems that they have come across, the strategic theory implemented has benefitted the students as well as the people of the society to a very larger scale.

Planting of trees, cleaning of various social places including rivers, spreading awareness to people about the importance of the environment and its conservation are the key activities conducted every year by the SDC.

Entirely the students have been benefited in their overall development and it is impacting their social as well as economical life.

Village Panchayat of Bhanashiware recognizes the institute efforts and awarded with appreciation letter

- 1.06/05/2021 for River Cleaning task
- 2.20/11/2021 for Gram Swachta Abiyan

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

3.4.3

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

Response: 7

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	0	2	2

File Description	Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

3.5.1

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

Response: 05

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Institute has a policy for developing and improving infrastructure to provide a positive teaching and learning environment. The College has a well-kept, lush green campus that spans 10 acres of land, ensuring appropriate accessibility and best use of physical infrastructure for teaching and learning activities in accordance with AICTE standards.

- **Classroom**

The college has an adequate number of well-equipped, air-conditioned, large classrooms with LCD projectors for teaching theory classes.

- **Technology Enabled learning facility:**

The College has ICT Classrooms where the provision of Multimedia learning, Wi-Fi connectivity and internet access is provided

- **Seminar Hall**

The seminar room at the college is nicely decorated. The institute frequently holds seminars and workshops in these rooms. The students are encouraged to actively participate in group discussions, paper presentations, etc.

- **Computing Equipments**

Adequate number of servers, computers, printers and scanners are available in the institute.

- **Wi-Fi**

The entire campus is Wi-Fi enabled with 24/7 internet facility to the students and staff.

- **Available band width:**

50 mbps. Internet facility is available in whole campus including labs, classrooms, library, and offices.

- **Language Laboratory is available for use.**
- **Placement and Career Counseling room**
- **Girls Common Room, Boys Common Room and First Aid room.**
- **Photo copying machine is available.**

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

4.1.2

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

Response: 14.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
5.00	3.00	4.00	4.00	4.00

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library was developed "to facilitate knowledge generation and its application through effective dissemination" in accordance with the institute's vision and goal.

The Library is member of National Digital Library of India. The Library is providing orientation program for the new MBA students.

Following are the objectives of the Library:

- To aid in the process of teaching and learning
- To provide the information that students, faculty, and other stakeholders require.
- To offer orientation, user education, and reference services in order to maximise library utilization
- To improve the assortment of hard copy books.
- To make available in the library study materials for the UPSC, MPSC, and other competitive exams.

Name of the ILMS Software: **MIRZA’s Softtech**

Nature of Automation: **Automated**

Year of Automation: **2022**

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Without a solid information technology foundation, management education cannot be delivered effectively. The environment for teaching and learning is evolving quickly and becoming more tech-focused. Additionally, because management education is so dynamic, students can get daily upgrades and knowledge improvements by making liberal use of IT resources. The Institute is dedicated to giving its professors and students access to cutting-edge IT facilities. Examples of the IT facilities offered by the

Institute include a well-maintained Language Lab, a well-equipped computer lab, and classrooms with Wi-Fi and ICT tools. However, the efficiency of these facilities is threatened by quickly evolving technological platforms.

Internet Connection

The institute regularly updates the internet connection every year and as of now, the available internet bandwidth is 100 Mbps provided by -BSNL Network that is latest renewed in 20---

No. of Systems and their Configuration

Institute having a total of 30 computers with the following configuration:

Processor i5 2nd generation, dule core 4 GB RAM, 228 GB Hard Disk.

Firewall/Security:

Institute uses firewall service from UNTANGLE NXG16

Networking Peripherals

Institute has networking devices i.e. 1 Servers, Routers provided by BSNL routers

I/O Devices

The institute purchases Projectors, Printers, Photo Copying Machines, and as per the requirements.

Video Lecture Making Facility:

The institute has a well-equipped Computer lab where faculty members can prepare their video lectures. This has been very useful during the phases of pandemic

Upgrading Policy:

Computers in the institutes are upgraded every year by replacing certain old machines with the new ones.

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

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 5.39**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 23

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 18.46**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
6.3	4.2	6.2	4.1	3.9

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 80.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	97	99	94	60

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 0.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	0

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: C. 2 of the above

File Description	Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 46.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	22	24	12	12

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	46	38	32	30

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

5.2.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 7.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	6	6	9	7

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

5.4 Alumni Engagement

5.4.1

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

Response:

Yes, Alumni Association registration application is submitted on 03/06/2023,

The Association's primary goal is to close the gap between the Institute and alumni. The association is in charge of completely keeping track of alumni with all of their necessary information and informing them of the most recent changes and accomplishments of the institute.

The institute is incredibly proud of its former students and their development. Alumni stay in touch with

the institution and frequently offer help. Sharing information to help students of the institute close the gap between industry and institute is a major goal of alumni. In terms of summer internship projects, guest lectures, part-time projects, counselling, and final placement, advice and support have been given. By hosting specialisation orientation sessions, alumni are assisting MBA first-year students in choosing their specialisations. Alumni staged mock interviews prior to the final placement to provide students useful input.

Objectives

- To offer a venue for interactions and idea sharing amongst alumni, current students, teachers, and other Association members.
- To strengthen ties between former students, alumni, and the Institute.
- To maintain alumni communication and build an active membership base.
- Support current students by offering internships, taking part in on-campus lectures, and other mentorship opportunities. You can also hire recent graduates and plan career programmes.
- To improve industry-institute collaboration and run associated initiatives for the Institute's students.
- Assist in setting up and managing career centres, a faculty/alumni recruiting council, and other initiatives to help identify potential qualified students and engage in educational and social activities to foster a personal connection between alumni, teachers, and students.
- Support Lifelong Learning, Gain from On-Campus Conferences, Lectures, and Discussions Led by Prominent Alumni and Subject Experts.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

“To Establish a Centre of Excellence to Build Multifaceted Personalities Nurturing Administrative Abilities and Social Values, Contributing To the Development of Nation.”

Mission

- To develop competent, professional & value oriented management graduates to face Business Challenges.
- To provide an education that nurtures Administrative abilities & social values contributing to the development of society.
- To create an environment for developing Entrepreneurs to support Social & Economic needs of Nation.

The Sulochana Belhekar Samajik & Bahu-Uddeshiya Shikshan Sanstha, Bhanashiware established in December, 2005 had twin objectives of providing high class education system comparable to the best in any urban area and to give a fillip to the empowerment of women through need based education to the rural masses. Under the vigilant eyes of Dr. Suresh Patil Belhekar the Sulochana Belhekar Samajik & Bahu-Uddeshiya Shikshan Sanstha started its rapid growth and began to play a key role to meet the diversified educational needs of people of Maharashtra in general and Newasa in particular.

The **Top Management** constantly communicates with the teaching, support, and student personnel to understand academic progress and any demands from them. Additionally, the Secretary is always available for interactions with alumni and parents as well as at all seminars, conferences, and inductions. The top management is kept informed of the current industry demands by regular interactions with industry veterans.

The Director incorporates every member of the team in the planning, carrying out, and reviewing of the plans. The various tasks are assigned to the workers in accordance with their preferences and qualifications. These committees include students, which helps us develop them. Faculty members are granted freedom to create their own individualized academic plans. During faculty meetings with the director, faculty members propose a plan of action for academic improvement. The use of various pedagogical techniques, ICT, and value-added programmes, with a focus on instilling human values and

environmental awareness among the students, has assisted in steadily progressing towards the fulfilment of the institute's and the parent organization's vision and mission.

NEP Implementation

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

SDIMBA is working under the umbrella of Sulochana Belhekar Samajik Va Bahuudeshiya Shikshan Sanstha, Bhanashiware headed by Chairman and Managing Directors.

The Director, who serves as the institute's leader, is in charge of all implementation and daily operations. The IQAC oversees all committee operations. Attached is the organisational structure.

Our institute's organisational structure consists of a Governing Board and an Administrative structure. The chairman, trustee members, and College development committee make up the Governing Body. An institute's administrative structure includes a director and several other groups to ensure efficient operation. The institute adheres to service norms, processes, recruitment, and promotional policies created and approved by the aforementioned bodies because it is associated with Savitribai Phule Pune University, recognised by the DTE, Government of Maharashtra, and approved by the AICTE. Faculty Grievance Redressal Committee, Students Grievance and Redressal Committee, and Woman's Grievance Cell, constituted at the institute level in accordance with instructions from SavitribaiPhule Pune University, are three of the institution's grievance redressal mechanisms for faculty, students, and women.

Recruitment and Promotion Policy:

There are two methods used to choose faculty and other staff members:

1. University staff selection interviews.

(B) Local hiring.

A) University Staff Selection Interviews: Using this method, the State and University-approved positions, categories, and reservations are advertised. A panel of specialists chosen by the university conducts the interviews. All apex body regulations are adhered to.

B) Local Recruitment:

i) The advertisement is published in state level/local newspapers. The interviews are conducted by sending the call letters and/ or through the walk-in, subjected to the guidelines published in the advertisement.

ii) Through advertisement and interviews.

Grievance Resolution Process

The apex bodies and system form a variety of committees that function in accordance with their roles and responsibilities to address any stakeholder dissatisfaction.

1. Anti-Ragging Committee

Grievance Redressal Cell

4. Administrative Office.
5. Exam Grievance Committee.
6. Library Committee.
7. SC/ST Committee.
8. Student Welfare Department.
9. Staff Grievance Committee.

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

6.2.2

Institution implements e-governance in its operations

1.Administration

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The administration has implemented a number of welfare initiatives and programmes for the Teaching faculty and Nonteaching employees since they believe that a happy employee is an asset for the institute and can make the institute a productive place. The following is a list of the welfare provisions made:

- To safeguard their safety, the staff employees have access to group insurance.
- Providing faculty members with travel funding so they can attend seminars and conferences.
- Provision of maternity leaves, medical leave, and medical allowances.
- For the general welfare and handling of employee grievances for female staff members, there is an active and separate women's cell.
- Offering several types of leaves, such as casual and on-duty leaves, to staff workers in accordance with the guidelines.
- The institute is constantly open to fresh suggestions from seasoned professors regarding the conduct of seminars and workshops in order to offer direction to newly hired faculty members.
- They might converse one-on-one or attend a group lecture that serves as a mini-workshop.
- All personnel have access to transport services from the closest location to their homes through the institute.
- Free PC's and Wi-Fi facility Teaching and non-teaching personnel can use
- Fully operational pantry and constant access to transportation.
- Clean and safe working conditions. The institute offers on-duty time off to attend conferences, workshops, seminars, and FDPs.
- The institute hosts State and National Seminars and Workshops that keep the faculty members current and expose them to other industries.
- Holidays are granted in accordance with the University calendar; other regional events and circumstances are also taken into account.

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

6.3.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3

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

Response: 4.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	2	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	6	6	6

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Under the direction of the Director, the Accountant manages the duties and carries them out in accordance with the rules, regulations, and financial policies established by the relevant authorities.

The vouchers serve as the foundation for each and every transaction. All receipts are deposited in the bank, and checks are used for both regular and one-time expenses.

A resolution adopted by the Parent Management determines how money will be distributed, and a committee led by the Parent Management and the Director oversees how money is actually used.

The money is then dispersed in accordance with requests and needs, such as departmental renovations, infrastructure needs, and other administrative requirements of the institution.

The primary source of funding for institutions is:-

- Development fees received from students.
- From the tuition fees.
- Government grants.
- UGC and other grants.
- The Institute is taking efforts for getting additional funds from various agencies like AICTE, DTE& SPPU (BCUD).
- Audited income and expenditure statement of academic and administrative activities of the previous five years are available.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

At SDIMBA IQAC was set up in academic year 2021-22 with the major aim of the Cell is to channelize all efforts and measures of the institution towards promoting its holistic academic excellence in a healthy environment and focus on Quality enhancement. Although the Cell is at a nascent stage, it has initialized the following practices:

- **AAA: Internal Academic and Administrative Audit.** In the IQAC's inaugural meeting, it was suggested that the department undergo an academic and administrative audit with one external and one internal member on the panel. The **Sulochana Belhekar Samajik Va Bahuudeshiya Shikshan Sanstha, Bhanashiware's** Dr. Suresh Patilba Belhekar and Dr. Prakash Nilani, Director Indra Institute of Management, Nanded, were chosen by the committee to serve as the AAA's Audit Committee. The information was prepared in accordance with the Savitribai Phule Pune University's AAA requirements.
- **Soft Skills Training for Selected Students:** The institute enrolls a large number of people with rural and regional backgrounds. For them to reach their full academic and professional potential, English language instruction must be given as early as the first semester. Soft skill training had been provided routinely at the institute for many years due to this realisation. However, following the formation of IQAC, via the discussions of its members, it became clear that rather than providing training to everyone, some students genuinely needed it. Students were thus identified and given English language instruction. All students received training in interview techniques.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Institute is aware of and considers the socioeconomic and cultural influences that contribute to gender-based exclusion and discrimination in the broadest range of public and private realms. It primarily focuses on instances of structural disadvantage in the jobs and positions held by women. Gender Equity Programmes were created as a result of the realisation that more than 40% of the students admitted were female. It was deemed vital to concentrate on their safety, security, and counselling. The establishment demonstrates gender sensitivity by offering amenities like –

Safety & Security –

To ensure 24-hour security, the Institute has hired security personnel to guard the main gate, the canteen, the Institute building and the dormitories. A female watchman near the Institute gate has also been engaged by the Institute. Every classroom, conference room, staff room, and office at the Institute are equipped with effective CCTV. For the protection of the students, the fire safety equipment is fixed. To ensure the students' safety and security, the first aid kit is always available.

The Institute displayed contact numbers of local police stations at prominent places.

The Institute has an effective internal complaints committee, which is led by the head of academics and includes both male and female staff employees as members.

The Institute has a Grievance Redressal Committee to address and guarantee an appropriate resolution to any faculty and student issues.

These committees strive to provide an environment that is both safe and inductive for both staff and students.

Counselling –

The Institute has more than 50% female faculty members, which enables the female students to request individual assistance or advise whenever necessary. In addition to this, the Institute has a strong mentoring programme that enables students to meet with their mentor once per semester. Additionally, the mentoring programme offers a forum where any and all problems can be discussed and appropriately resolved. Numerous committees, like the Internal Complaints Committee and the Grievance Redress Committee, are in place at the Institute and offer counselling as needed.

Common Room –

In accordance with AICTE standards, the Institute features separate, roomy common rooms for males and girls. To ensure the students' safety and security, two restrooms are also available on each alternate floor for boys and females.

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

7.1.2**The Institution has facilities and initiatives for**

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

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

Response: A. All of the above

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

7.1.4

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

Response:

To respect and obey the noble ideals that motivated the nation's struggle for liberation, a responsible citizen must uphold the Constitution, defend its principles, and respect the National flag and Anthem.

The institute runs a number of programmes to help students better understand their rights, obligations, and responsibilities as citizens.

Programmes like

- Voter education, cleanliness,
- Swachha Bharat,
- Energy conservation,
- Women's emancipation,
- Water conservation,
- Tree planting,

Constitution Day, etc. have all been carried out by the Institute.

The Induction Programme focuses on inspiring pupils about their responsibilities as citizens of the nation as well. Every day, the national song is sung on campus in an effort to instill a sense of patriotism among everyone. Students receive numerous community services and contribute to society and humanity as responsible citizens.

Seminars and workshops are arranged by eminent personalities to give lectures on morals, values, duties, and responsibilities and on saving the environment. Some related activities are conducted in the

induction program, debates, and poster presentations

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

7.2 Best Practices

7.2.1

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

Response:

1) Title of the Practice: Tutor System

Objectives:

- To nurture students as Tutor by taking individual care of each student and mentioning students through the programme both in their professional and their personal lives.
- To provide training and guidance to undergraduate post graduate students in all disciplines.
- To Increase the participation of all students in the different activities conducted by the Institute.
- To help the students achieve their career objectives. Context: Students from different economic, social financial and regional backgrounds Institute. Many of them are ill prepared for the rigorous professional programmes, English Language teaching and sudden exposure to city life. Being away from home, such students can best look up to their teachers for support and guidance. Institute initiated the Tutor-System in all the constituent units to ensure the overall welfare and development of students.

Practice: SDIMBA Tutorship scheme, a Teacher (Tutor) is allotted a group of Approximately twenty students (mentees). In regular Tutor-meetings various activities like career goal setting, presentation skills, communication skills, resume writing, aptitude test etc. are organised. Tutors keep all academic records of their students, monitor their attendance and progress and take care of even their personal problems. They also keep in touch with students' parents.

Evidence of success: The following outcome has been witnessed: - The evidence of success of Tutorship system is reflected through the overall personality development of students. Those students, who had lack of confidence, were weak in communication, had poor presentation skills, and were observed having significant improvement in the lacked areas when they came to final year.

- Parents were happy to have a system where, the overall progress of their ward is monitored and informed to them timely right from the first year till the course completion.
 - There is a marginal increment in the number of students participating in various events held within and outside the college, since the implementation of Tutorship System.
 - Increase in student attendance and improvement in students' academic performance.
 - Improvement in the sense of belongingness about the institution/university.
 - Cordial relationship between staff and students.
- Increased student satisfaction. Problems Encountered
- At the initial stage's students show reluctance to update their academic details in Tutor books.
 - They are hesitant to openly discuss their problems with the Tutor. Gradually they get adjusted to the system. Maintenance of Tutor book, regular updating and frequent meetings/counselling sessions is the requirements of this system.

2) Title of the Practice: Creation and maintenance of an Eco-friendly Campus

Objectives of the Practice:

- Creating awareness among the college community an atmosphere and learning environment that advances a civil and sustainable growth.
- Cheering the college community to steer and uphold sustainable solutions through teaching, research and extension activities that tackle live issues of the campus and its adjacent communities.
- Ensuring the preservation of biological diversity and the protection of this ecosensitive area by adopting thud and sustainable growth.

Fastening the traditional knowledge and practices of local communities and involving them in the conservation and sustainable use of these resources.

The Practice: Eco-Friendly Practices followed by both the faculty and the students on the campus are:

- **Bicycles and Public Transport:** The faculty members and the students residing nearby are encouraged to come on bicycles. Thus we prevent the emission of carbon dioxide on the campus. We encourage our staff and students to use the public transport for safety, security and fuel conservation purpose. **Plastic free campus and Paperless office:** Use of plastic bags and cups are discouraged inside the institution. Also, in the canteen, it is insisted on usage of steel plates/ leaf plates and steel cups or paper cups as mandatory. The institution is laid special attention on avoiding paper usage maximum in every part of the administration. The ultimate vision is to see the office completely as paperless. All accounts/office as well as academic information is stored and maintained through systems only. The total campus is Wi-Fi enabled. It is also an easier way to maintain paperless activities properly and promptly. Even the official information and circulars are preferred to be sent only through mails. **Green landscaping with trees and plants:** The institution has taken several measures for plantation with the vision Green Campus. 50 of total area is covered with trees. Tree plantation on the campus is the regular activity of the Student wing.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

A) Giving back to society and Environment

Institute upholds high standards for excellence in the classroom, in the workplace, and in society. We think that college life is not just about studying, playing games, making friends, and having fun. It also involves developing social skills, becoming aware of gender, social, and social injustices, and learning how to communicate with others. Every student has the opportunity to contribute to improving their community and developing personally through our programmes.

The Institute has committed to doing its best to instill social responsibility and ideals in its pupils. The college has made every effort to give back to the community in keeping with its mission of trying to further the socioeconomic development of the nation. To carry out the responsibilities towards society, several student committees are formed. Students gain insight into the institute's beliefs and objectives during the intensive one-week introduction programme. The following events conducted by students

1. Blood Donation Camp
2. Tree Plantation
3. River Cleaning
4. Swachata Abhiyan (Clean Area)
5. Waste management drives
6. Gender equity
7. Street Rally for awareness
8. International Women's Day

B) Higher Education Awareness Programmes

A lifetime commitment to education can have a big effects on your present and future. Students learn how to think critically, get exposed to new ideas, and acquire the necessary skills to succeed in the workforce during their time in higher education. We want you to understand the value of higher education because when you invest in your education, it may improve your life and open you better chances.

As part of our objective, we run "Higher Education Awareness Programme" at Junior Colleges and Senior Colleges throughout MAHARASHTRA to encourage students to pursue higher technical

education. Under normal circumstances, our Institute's faculty visits nearby junior colleges and polytechnic institutions to offer seminars and personally advise each and every student. With the hope that students from rural places would soar with seven colours in the sky throughout the epidemic, our faculty members also held online webinars for the students.

C) To nurture an environment where entrepreneurs may grow and meet the social and economic requirements of the country,

SDIMBA is dedicated to the Make in India national goal. We understand how crucial it is to support both job searchers and employment providers. The Institute regularly hosts and plans a variety of conferences, workshops, and seminars for the advancement of entrepreneurship. Many of our alumni are prosperous business owners, and an increasing number of students are choosing to launch their own companies rather than relying on placements. In order to encourage students to launch their own businesses, we also host Entrepreneur Meet in the Institute

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

ISO 9001 : 2015 Certification obtained by Institute for Quality Management System on 29/05/2023 which is valid for next 3 years upto 2026

Efforts are in line with Strategic Plan, SDIMBA is in process for NBA Accreditation.

There is plan for proposal for New Undergraduate Programme in near Future.

Concluding Remarks :

The SDIMBA is moving quickly and finally in the direction of its vision and mission and in accordance with its strategic plan. All actions ensure that the institute, students, and staff are undergoing diverse development. The institute will soon serve as a model for other educational institutions to imitate.

To sum up, we put a lot of effort into growing the institute in all areas, including academics, infrastructure, and human resources, in order to get accreditations that attest to the standards and procedures used and to recognise the areas that can be improved in order to realise the defined Vision.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>30</td> <td>30</td> <td>27</td> <td>29</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>23</td> <td>26</td> <td>27</td> <td>28</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	30	30	30	27	29	2021-22	2020-21	2019-20	2018-19	2017-18	27	23	26	27	28	2021-22	2020-21	2019-20	2018-19	2017-18	30	30	30	30	30	2021-22	2020-21	2019-20	2018-19	2017-18	30	30	30	30	30
2021-22	2020-21	2019-20	2018-19	2017-18																																					
30	30	30	27	29																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
27	23	26	27	28																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
30	30	30	30	30																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
30	30	30	30	30																																					
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>8</td> <td>8</td> <td>8</td> <td>8</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	6	6	6	6	6	2021-22	2020-21	2019-20	2018-19	2017-18	8	8	8	8	8																				
2021-22	2020-21	2019-20	2018-19	2017-18																																					
6	6	6	6	6																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
8	8	8	8	8																																					

3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>03</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>03</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	10	03	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	07	03	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
10	03	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
07	03	0	0	0																	
3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1095 1046 1229"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>03</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1442"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>03</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	10	03	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	07	03	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
10	03	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
07	03	0	0	0																	
3.4.3	<p><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</i></p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1839 1046 1973"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3</td> <td>3</td> <td>5</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2021-22	2020-21	2019-20	2018-19	2017-18	4	3	3	5	3										
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	3	3	5	3																	

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	0	2	2

Remark : DVV has made the changes as per clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	4	4	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5.00	3.00	4.00	4.00	4.00

Remark : DVV has converted the value into lakhs.

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

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

Answer before DVV Verification : 40

Answer after DVV Verification: 23

Remark : DVV has made the changes as per clarification.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has made the changes as per clarification.

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

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. 2 of the above
 Remark : DVV has made the changes as per clarification.

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. 2 of the above
 Remark : DVV has made the changes as per clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	3	4	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	2	0	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	6	6	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	6	6	6

Remark : DVV has made the changes as per clarification.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 6 Answer after DVV Verification : 7</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	6	6	6	6	6	2021-22	2020-21	2019-20	2018-19	2017-18	7	7	7	7	7
2021-22	2020-21	2019-20	2018-19	2017-18																	
6	6	6	6	6																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
7	7	7	7	7																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>22</td> <td>32</td> <td>31</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>33.07</td> <td>22.26</td> <td>32.41</td> <td>31.12</td> <td>14.95</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	24	22	32	31	15	2021-22	2020-21	2019-20	2018-19	2017-18	33.07	22.26	32.41	31.12	14.95
2021-22	2020-21	2019-20	2018-19	2017-18																	
24	22	32	31	15																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
33.07	22.26	32.41	31.12	14.95																	