



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**RASHTRIYA SHIKSHAN MANDAL'S CHETAN DATTAJI
GAIKWAD INSTITUTE OF MANAGEMENT STUDIES**

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

RashtriyaShikshanMandal's ChetanDattaji Gaikwad Institute of Management Studies (RSM's CDGIMS) is a progressive Management Institute situated in the heart of Pune city. CDGIMS is promoted by RashtriyaShikshan Mandal. RashtriyaShikshan Mandal is a Public Charitable Trust, established in 1924 as a part of freedom movement by devoting visionary workers in the field of education. The efforts started when RashtriyaShikshan Mandal felt the need for starting a new Institute especially for the propagation of Management education for the students of Ayurveda. Hence 'ChetanDattaji Gaikwad Institute of Management Studies' (CDGIMS) was established in the year 2009. With a strong focus on moulding tomorrow's leaders, CDGIMS offers a dynamic MBA programme approved by AICTE/DTE affiliated to Savitribai Phule Pune University and recognized by the Government of Maharashtra. This MBA programme enables the students with specialized skill sets that are needed to face real time business situations.

CDGIMS has an intake capacity of 120 students per year offering Two Years Full Time MBA Programme with various specializations namely- Financial Management, Human Resource Management, Marketing Management, International Business Management, Healthcare Management, Information Technology Management, Operations Management and Supply Chain Management.

CDGIMS has ICT (Information and Computer Technology) enabled Infrastructure, Well Equipped Information systems, Rich library resources which are required to sustain in such developmental era.

CDGIMS also went on to set quite a few benchmarks in the industry by providing collaborations with International Universities. Through these collaborations CDGIMS aspire to explore mutually beneficial opportunities for academic connections like Faculty and Student Exchange Programs; Joint Research and Publications, International Internships and Placements.

A feature that sets apart CDGIMS from other Management Institutes is that it offers HealthCare Management Specialisation which *focusses on wellness industry, pharmaceuticals, clinical research, diagnostic industry, healthcare IT, medical tourism etc.*

CDGIMS prepares students to manage and lead in complex business situations by providing a dynamic and challenging environment where they can enhance their capabilities and be Industry ready.

Vision

Inculcating good corporate citizenship through world class management values

Mission

CDGIMS is committed to offer excellent quality management education through highly qualified and experienced faculties, state of the art infrastructure and administration of the right blend of academic industrial needs. While all this is being done, CDGIMS is also committed to rekindle the basic human values in the minds

of the young Indians to conserve India's identity in the fast amalgamating world. CDGIMS is committed to offer excellent quality management education through highly qualified and experienced faculties, state of the art infrastructure and administration of the right blend of academic industrial needs. While all this is being done, CDGIMS is also committed to rekindle the basic human values in the minds of the young Indians to conserve India's identity in the fast amalgamating world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The Institute has locational advantage being situated in the heart of the city
2. It has State of the art Infrastructure
3. It has a Well Equipped Library with variety of E-Books.
4. The Institute has highly qualified, experienced and dedicated faculty members.
5. The Institute has done various Collaborations with International Universities.
6. The Institute provides International Internship Opportunities for students.
7. A Unique Specialisation- Healthcare Management is offered by the Institute.
8. Various Industry Oriented Teaching Programs are regularly conducted at the Institute.

Institutional Weakness

1. The Institute Has Limited Research Projects as it is a relatively new one. However, The Institute shall interact with more Industries in future to undertake more Research Projects.
2. There are Constraints in launching new courses as they are bounded by the structure of the course.
3. There is a lack of Accreditations as the Institute is relatively young. It is now trying to get associated by National and International Accreditations.
4. The placement Scenario has been moderate due to the Macro Economic Instability in recent years.

Institutional Opportunity

1. To have more International collaborations and affiliations with foreign universities
2. Have National and International Accreditations
3. To enrol international students
4. To strengthen Placements
5. To establish University approved Research Centre
6. To introduce programs in emerging new age technology in the areas of Artificial Intelligence, Internet of Things, Data Analytics etc.

Institutional Challenge

- 1 Maintaining focus of students on value-based learning in fast moving digital world.
- 2 Growing trend towards distance education and e-learning.

3 Rising costs of Education.

4 Getting Corporate Funded Research Projects.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criteria I: Curricular Aspects

The Institute is affiliated to SavitribaiPhule Pune University. CDGIMS has implemented semester-wise Choice Based Credit System (CBCS). Curriculum enrichment is ensured through a well-planned Academic Calendar for the curriculum deployment. The Academic Calendar is included various co-curricular and extra-curricular activities of the year.

For Curriculum Planning and Implementation, the Institute has stated the vision and mission which is communicated to students, teachers, staff and other stakeholders through college website, brochures and notice boards. The vision and mission of the institute is attained in a planned manner. Faculty and students are motivated to upgrade and acquire the essential academic & research skills through various in-house and external programs.

Believing that Knowledge is beyond curriculum, CDGIMS provides various Value Addition Certifications Program to the students to meet current and future demands of the market. In addition, Outcome-based Education adopted by institute ensures integration of academic program and institute goals and objectives while achieving them. Experts from industry, research organization and academia give inputs for the enrichment of curriculum.

Global awareness through practical-oriented Industry Expert sessions are conducted to meet employability challenges. Students undergo field projects and internships as a part of curriculum enrichment to enhance professional credentials. Social issues such as Gender discrimination, Environment and Sustainability, Human Values and Professional Ethics etc. are imparted through activities. Structured feedback mechanism about the curriculum helps to improvise curriculum-execution. Stakeholders feedback obtained is analysed and utilized for overall development of the institution.

Teaching-learning and Evaluation

The Institute considers the teaching, learning and evaluation (TLE) as the most cherished academic processes. The faculty members in their respective subjects conduct various activities wherein pairing of slow and advance learners is done to facilitate peer learning. Provisions like library and digital library are made available to the students. Library assignments from an important parameter in the evaluation. The state of the art classrooms provides opportunity for the use of e-Databases, NDL Google Classroom, smart class, NPTEL, YouTube, slide share, etc., to enhance effectiveness of teaching learning process. Innovative teaching approaches such as proactive methods, digital social learning platform, etc., are adopted by faculty members. The Institute takes due care to provide required training and resources to the faculty members for implementing such innovative practices.

Key features of Teaching, learning and evaluation Process

The Institute abides by the regulations of SPPU and Directorate of Technical Education for the selection of candidates which is through the Common Entrance Test conducted by the state government and through various national level admission tests conducted by various other agencies.

At the onset of every semester, the Academic Committee of the Institute prepares an academic calendar which summarizes the events, examinations and other activities planned in that particular semester.

Teaching is based on course plan made by the faculty and approved by course coordinator and the Director. High difficulty level assignment is given to advance learners and tutorials are arranged for weak students.

Teaching-learning strategies include interactive learning (group discussions, presentations, role plays, case studies, puzzles), independent learning (individual presentations, writing articles, book review, business plan) and collaborative learning (assignments/projects given to group of students).

Guardian Faculty Members advise the students on issues pertaining to his/her psycho-social development, academic growth, career and personal issues.

Evaluation of faculties through structured feedback is conducted along with stakeholder's feedback on teaching learning process.

Best practices

- a) ICT integrated ERP (Vridhhi software) is facilitated for information sharing.
- b) The Institute ensures implementation of process that is student centric and supportive.
- c) Transparency in admission process, calendar of academic events, course plan, unique internal assessment scheme and emphasis towards slow and fast learners and learning activities.

Research, Innovations and Extension

The Institute understands the need to inculcate research culture and has been taking small steps in that direction. The Institute supports faculties to conduct research and consultancy activities by motivating them for acquiring funded research and consultancy projects on sharing basis. Faculties and students have access to the library, e-journals, journals, online resources, magazines and ICT facilities for research on campus. The Institute motivates faculties and students to publish their research work, Books/ Book chapter in seminar/conference/reputed journals/publications. Students are motivated to visit Industries to improve their practical skills.

The Institute has stated Code of Ethics to check malpractices and plagiarism in Research for faculties and students. The Institute also promotes combined research projects to promote research and consultancy work among students and teaching staff. The Institute has established Entrepreneurial Development Cell. Initiatives like inviting successful first generation entrepreneurs in the Campus for sharing their success stories to the students are encouraged. The Institute conducts number of workshops/seminars/ conferences to bridge the gap between Industry and Academia. The Institute has started conducting Conference on Healthcare Management.

The Institute participates in community service activities by collaborating with local and regional communities

for holistic development among students. Local area/village is visited for various welfare activities such as Swachh Bharat, Digital India, health and hygiene awareness drives etc.

Infrastructure and Learning Resources

The physical facilities comprise of 5 classrooms, computer laboratories, 1 seminar hall, Library with spacious reading room for staff and students, Staff Rooms, fully equipped Gymnasium Room, exclusive space for Training and Placement (T & P) cell, sufficient space for outdoor and indoor sports activities, related academic and administrative Office along with Centralised Sports and other facilities like Canteen, Parking Space, Dispensary, Auditoriums, Bank etc. Ramp is provided for Divyang students.

The Library comprises of 3039 books titles, 6163 volumes, 12 national journals/magazines, 5 international journals having reading room seating capacity of 100 students. Library has subscribed databases like J-gate. Exclusive space is assigned for Digital Library having 10 PCs with multimedia facilities.

The Institute has an efficient IT infrastructure and augmented regularly, IT facilities in terms of hardware, software and firewall system as per needed. The institute has a massive network of 125 computers with 35 Mbps internet connectivity to fulfil the academic and research needs. The institute has implemented enterprise resource planning (ERP) in order to make the system student centric and enhance learning.

Student Support and Progression

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

Various capacity enhancement initiatives are undertaken to ensure overall development of the students. These include soft skills training, personality development and career counselling. Workshops, seminars, guest lectures and sessions aimed at bridging the skills gap are undertaken. Industrial Visits are regularly organised to provide practical insights to the students. Sessions on Competitive Examinations, Meditation, Yoga etc. are also conducted.

The students of the Institute from reserved categories and economically backward class gets benefit in terms of freeships and scholarships provided by Government. The Institute also provides instalment facility to students for payment of fees.

CDGIMS provides assistance for Executive Placements and Summer Internships to students. The faculty placement coordinator takes steps to bring in companies for On-Campus and Off-Campus recruitments. Students are trained by experts in acquisition of aptitude skills, communication skills and interview techniques to enable them to face Interviews and Competitive Exams.

The institute has an active Students Council whose elected representatives organize its Annual Festival RHYTHM which is the amalgamation of cultural, sports and co-curricular activities.

Prominent Alumni are invited to deliver special lectures, providing students with an opportunity to gain Industrial Experience through Corporate Interface. The institute has recently registered its Alumni Association and would now take steps to foster alumni relations.

Governance, Leadership and Management

CDGIMS was started under the trust's objective of starting and developing an institute for the promotion of management, science and industry as well as training the students to be self-reliant citizens of India and to help institution of similar objectives.

The institute's mission is to impart quality education and help students excel in their area of interest thereby preparing them to cope with the latest requirements, through innovative ideas and practices. CDGIMS governance strengthens the institute's facilities to improve learning outcomes, employability of students and improve standard of post graduation education.

The organizational structure of the institute follows **decentralized** approach for effective governance. It includes various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism. The institution governance is directed and implemented by the Governing council, College Development Committee (earlier known as Local Management Committee), Executive director, IQAC, Director, Academic director, faculties, Administrative staff, Library staff and support staff. External administrative audit is undertaken periodically.

Employees are invited to share their opinion in the decision-making process of the institute by participating in activities such as setting goals, determining work schedules, and making suggestions. Participative management involves considering the ideas and suggestions of employees with respect.

The institute takes care of faculty and staff welfare by providing facilities for the well being of employees.

The institute tries to impart quality education and exposure to the world through its strategic planning. The institute had perspective plan for development when it was started and it tried to accomplish it with its full efforts. Optimum utilization of funds is taken care to enhance development of students, faculties and infrastructure.

Internal Quality Assurance Cell (IQAC) aims at continuous enhancement of quality in teaching-learning process. IQAC initialized review of teaching- learning process through various methodologies.

Institutional Values and Best Practices

CDGIMS imbibes core values and designs code of conduct for the stakeholders and the same are communicated. The Institute believes in equal opportunity for Men and Women, thereby, strive to create awareness about Gender-Equity. The Institute organizes a program to address cross-cutting issues related to

gender and environmental sustainability. The Institute has the network of CCTV cameras installed, and security guards are on duty 24x7 for safety and security

To reduce energy consumption, institute installed solar panel system. The Institute has adopted conscious steps to maintain a green, eco-friendly and pollution-free campus. Campus focuses on energy conservation, use of renewable energy, water harvesting, tree plantation, e-waste disposal management not only these but social initiatives such as 'Road Safety', 'Swaccha Bharat Abhiyan' etc.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RASHTRIYA SHIKSHAN MANDAL'S CHETAN DATTAJI GAIKWAD INSTITUTE OF MANAGEMENT STUDIES
Address	Rashtriya Shikshan Mandal, CDGIMS ,25, Karve road , near Central mall, Pune
City	PUNE
State	Maharashtra
Pin	411004
Website	www.cdgims.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	MILIND AUDUMBAR KULKARNI	020-25453489	9822323069	020-25458297	info@cdgims.com
IQAC Coordinator	Atul Chandrahas kapdi	020-9225500786	9823050402	020-9823195925	mbacdgims@gmail.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				
Date of establishment of the college		01-01-2009		
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Maharashtra	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	04-04-2018	12	For a Academic Year

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Rashtriya Shikshan Mandal, CDGIMS ,25, Karve road , near Central mall, Pune	Urban	4	2446

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				8			
Recruited	0	0	0	0	1	0	0	1	1	4	0	5
Yet to Recruit	0				2				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				2				5			
Recruited	0	0	0	0	0	0	0	0	1	4	0	5
Yet to Recruit	0				2				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	0	1	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	3	6	0	9
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	4	0	5

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		8	3	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	123	9	0	0	132
	Female	57	3	0	0	60
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	10	2	3	0
	Female	2	2	1	0
	Others	0	0	0	0
ST	Male	2	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	9	12	10	3
	Female	2	3	6	0
	Others	0	0	0	0
General	Male	30	22	43	52
	Female	16	14	23	12
	Others	0	0	0	0
Others	Male	11	2	8	1
	Female	1	0	2	0
	Others	0	0	0	0
Total		84	57	96	68

3. Extended Profile

3.1 Program

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

Response: 173

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	4	2	1	2

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
158	174	173	133	161

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
50	50	50	50	50

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
43	65	30	43	37

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	8	8	8	9

File Description	Document
Institutional Data in Prescribed Format	View Document

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

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

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
55.72	34.89	34.00	30.82	62.55

Number of computers

Response: 180

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Chetan Dattaji Gaikwad Institute of Management Studies (CDGIMS) offers two years of full time MBA program affiliated to Savitribai Phule Pune University (SPPU) and approved by AICTE. This program offers specializations like Finance, Human Resource, Marketing, Supply Chain, Healthcare, Agricultural, Operations, etc. The syllabus and guidelines are laid down by the SPPU. At the beginning of each academic year the SPPU provides circulars regarding Commencement date of the semester, End date of the semester, Online examination dates, Viva-voce examination dates, End examination dates and Holidays.

For effective curriculum delivery, the details of SPPU circular are communicated to the Academic Head and Director of the CDGIMS. With these inputs the Academic Head and Director prepares the Academic calendar before the commencement of every academic year, In accordance with academic calendar of SPPU. The academic activity planner is communicated to all stakeholders. Proposed agenda of the institute like workshops, seminars, conferences, industrial visits, guest lectures, curricular and extracurricular activities are included in academic planner. Director and Academics Head allocate the theory and concurrent evaluation of courses to the teaching faculties, which is based on their expertise and choice. The MBA class coordinators of CDGIMS prepares the subject timetable for class as per the guidelines provided by SPPU. The schedule of sessions are displayed time to time on common notice board and uploaded on college website. The same copy of schedule is provided to all concerned subject teachers.

Implementation of Plan

Before the beginning of the semester all teaching faculties prepare a lesson plan of their respective subjects for proper curriculum implementation. The teaching and course plan are approved by Academic Head before the commencement of the semester. All teaching faculty member maintains course file of their respective subjects. The course file includes subject syllabus, teaching plan, class timetable, academic calendar, subject notes, printed copies of power point presentation and transparencies, question bank, previous university question papers, model solution, result analysis of respective subject, list of assignments along with pre requisites of the course and content beyond the syllabus. The Academic Council Committee evaluate the course file with the help of concerned senior subject teacher and Academic Head.

Within every fifteen days the Academic Council Committee monitors the day to day activities and ensures the effective execution of timetables and planner. If the ACC finds any gap in execution of schedule and planner it conveys to the Academic Head for the necessary action. Appropriate decision regarding requirement of books, journals and e-books takes place in meeting conducted by the library committee. The online system is implemented in a library for transactions of the books.

Faculties of CDGIMS are allocated as Guardian Faculty Member (GFM) for students. All GFM address non-academic issues of students with the help of Academic Head. The academic performance of students is

continuously monitored by conducting internal examination, assignments and presentations during the semester. Remedial and revision classes are conducted for the students having poor performance in these examination results.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 10

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

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

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

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

Response: 166.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	3	4	1

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

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years	
Response: 100	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 173	
File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 50	
1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.	
Response: 1	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years	
Response: 34.13	
1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years	

2017-18	2016-17	2015-16	2014-15	2013-14
98	94	45	0	46

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

1.3 Curriculum Enrichment

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

Response:

The description of few courses related to the cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum are given below. Refer additional link for the list of courses that addresses above mentioned issues.

105: Organisation Behaviour

This subject focuses on the issues of human behaviour by introducing assignments related to assessment of various personalities. This is done by using Big 5 theory and Myers-Briggs Type Indicator (MBTI). In this student's cognitive abilities are boosted. This is helping students to develop their decision making and problem solving skills. Which they can be utilized it at professional level to deal with real time situation in respect of human values.

206: Management Information Systems

In today's business era technology plays a vital role and information systems have become an integral part of the business. But it depends on the individual how to make use of that technology for the benefit of society at large. The unethical practices were highlighted by explaining "The Volkswagen emissions scandal: A case study in corporate misbehaviour" Under the topic of "Quality Assurance -Ethical and Social Dimensions." Accordingly, the question was framed and included in to the Question Bank for further detailing of the topic.

303: Start-up and New Venture Management

Society thinks that women cannot do business effectively and efficiently. An excellent example of women entrepreneurs Mrs. Ashvini Danigond, Founder and CEO of the "Manorama Infosolutions Pvt Ltd." and Ms. Maya Paranjapye, founder of the "Butic Cosmetics India Pvt Ltd." They are well known for their professional ethics and human values. The narration of their success stories was discussed briefly with students. These type of various entrepreneurial success stories are regularly discussed with the students

which proves that gender does not become hurdle for the success of an entrepreneur. On the basis of this students were asked to prepare a write up on the personality traits of an entrepreneur.

401 Managing for Sustainability

This subject highlights issues such as corporate social responsibility, gender issues through the Shakti AMMA concept introduced by Hindustan Unilever to address the issues at the bottom of the pyramid. (<https://www.hul.co.in/sustainable-living/casestudies/enhancing-livelihoods-through-project-shakti.html>). The subject focuses on Environmental and sustainability issues through chapters covering topics such as sustainability development, reducing carbon footprint, maintaining biodiversity and ecological balance, organic farming, GMO seed farming etc. The problems related to the Governance of global companies, public sector and voluntary sector are highlighted. The Sarbanes-Oxley Act 2002 on governance is also studied. Case studies on Corporate Governance of Satyam, Infosys, Tata and Wipro are discussed. The subject highlights the importance of values across cultures and ethics related to business.

306 MKT: Consumer Behaviour

The Marketing courses are designed to cover all the concepts of marketing. The course of Consumer Behaviour focuses on how company follows unethical practices for marketing their products. Advertising Standard Council of India (www.ascionline.org) addresses all such issues covers cross cutting issues related to gender environment and sustainability, human values through browsing live cases, code of conduct, recommendations and results of complaints.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

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

Response: 10

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

Response: 10

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 165.19

1.3.3.1 Number of students undertaking field projects or internships

Response: 261

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

1.4 Feedback System

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website	
File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 3.02

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	7	2	9	0

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 65.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
87	71	103	70	63

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

2017-18	2016-17	2015-16	2014-15	2013-14
120	120	120	120	120

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 43.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
38	26	31	5	9

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

Response:

The institute uses different practices and methodology for assessment of students. Students are segmented based on their skills, abilities; knowledge and attitude Customized programmes are designed and administered to ensure their holistic development.

In the beginning of the semester students are classified into advanced learners and slow learners through administration of various tests and personal interaction. Assessment of communication skills is done through individual class presentations and tests. Situational analysis is used to evaluate their analytical skills that provide them exposure to the most recent development.

Students are encouraged to choose the latest topics for industry based Summer Internship projects and mini-projects under the guidance of the faculty members.

They are provided with the advanced exposure by motivating them to participate in competitions on research paper presentations, projects, games, case study development etc. The students are provided with opportunities to participate in various on the job training, research Activities and competition to update their subject related knowledge

In order to identify and encourage entrepreneurial skills of the students, they are encouraged to develop business models. They are also given real-life situations and asked to develop cost effective solutions for the same.

Progress of the students, especially show learner's, is monitored through continues monitoring and feedback. In house sessions are held to understand student's difficulties. Personal counseling and mentoring is done on a regular basis.

Second semester onwards, special attempts are made for students who have failed or Allowed to Keep Term (ATKT). Students with consistently low attendance are identified and suitable corrective action is taken to improve their attendance.

The institute regularly conducts remedial lecturers for slow learners for difficult subjects. Faculty frequently teaches the content according to the pace of understanding of slow learners, especially conducted on Sunday. Faculty communicate with the parents of the students about their attendance and performance on regular basis. Practical approach based case studies, Question banks and assignments are

given for every subject.

Freeship and scholarship to EBC students are provided as per the norms of State Government of Maharashtra.

Students from the economically weaker section of the society are given the liberty to pay their fees in convenient installments.

Students are given free consultation about financial assistance from Government and non-Government organization (NGO), loans and scholarships.

Free book bank facility is provided to SC/ST students.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 15.8

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

At the beginning of every academic year, the Academic Calendar is prepared by the Academic Head in consultation with the faculty members and the Director. It is published on the website before the beginning of the academic session of every semester.

A copy of the teaching plan is submitted to the Academic Head and Director for their suggestions and approval. A semester wise Timetable is prepared for MBA and is displayed on the notice board. The Institute follows the Standard Guidelines decided by CDGIMS in preparing academic calendar, teaching/session plan as well as their evaluation and monitoring.

CDGIMS has adopted student-centric methodology. Strong Industry-Institute interface has enabled CDGIMS Staff and students to develop practical pedagogy for experimental learning, this helps the students to acquire practical knowledge with strong theoretical background.

Students are required to participate in group presentations so that they learn how to work and participate in different teams. Winter Internships and Summer internships are two initiatives pursued rigorously by CDGIMS for experiential learning. Group tasks or team assignments are practiced to reap the benefits of peer learning or promote participative learning. Group presentations are encouraged as this improves listening skills, helps students look at the problem holistically, teaches students to work effectively in teams and helps students propose solutions acceptable to all members of the team. Case studies wherever appropriate are used in the curriculum for enhancing problem solving and analytical abilities. Continuous upgradation opportunities are provided to the Faculty by undertaking further education and knowledge enhancement.

The Faculty members are encouraged to attend/participate in Training programmers, FDP, Conferences, Workshops and Seminars to facilitate learning in new areas of study. The Faculty Members are allowed to be Members of the Professional Bodies and Associations. Faculties are encouraged to undertake industry-oriented research with involvement of the students. Faculties are also motivated to write cases, caselets and books on contemporary subjects

Guest lectures are organized frequently with subject experts from the industry so that the students and Faculty get a practical exposure of the industry and the market. Local visits to industries and academic institutions are organized every year to expose the faculty and students to the business world. In order to enhance the knowledge pool of the faculties regular meetings are held between the faculties and representatives from the industries. Attempts are made to ensure faculty development through consultative collaboration between the industry and the academia. Faculties also participate in various FDP and MDP Programs a regular basis.

This facilitates the Faculty involvement with external Faculty or academic scholars, industry practitioners associated with reputed and highly accredited universities, B-Schools and other academic institutions, research organizations and reputed companies.

Regular feedback is taken from the industries to ensure implementation of adequate pedagogy and corrections are made wherever applicable. Industry-oriented research is undertaken to identify industry's problems. Attempts are made to ensure the implementation of best teaching practices, innovative pedagogies and use of advanced technologies for development and delivery of course content.

File Description	Document
Any additional information	View Document

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 12

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

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

Response: 0

2.3.3.1 Number of mentors

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

2.3.4 Innovation and creativity in teaching-learning

The institute offers state of the art infrastructure, seminar hall and classrooms are provided with computers and compatible accessories, web based learning resources are available. Student central learning process are implemented to ensure student satisfaction. Value added programs are conducted both for the students and the faculties to ensure their continuous development and growth

Efforts are made to encourage the students to participate in various managerial events Contemporary management topics are covered through guest lectures from subject matter experts. Proper academics procedure is adopted to evaluate teaching learning process and take appropriate measures for possible improvements.

Faculties are involved in the improvement of teaching learning method and their suggestions are implemented on a regular basis. Transparent and constructive evaluation process ensure fair assessment of student's performance. Performance benchmarks are set to establish qualitative and quantitative improvement in student's performance.

As a part of Industry-Academia cordial relations with industries are continued and enhanced to bridge the knowledge gaps and to solve real-life problems. Institute organizes International/National conferences, seminars and workshops.

Students make use of the digital library for literature survey of seminar/project topics which develops awareness of the latest trends in respective fields. Classroom sessions are made interactive and students are promoted to ask the questions to create critical thinking and understanding of the topic. Students are

encouraged to make presentations on latest topics/ topics of their interest.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 53.75

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

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

Response: 23.06

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	0	3	2	1

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 14.6

2.4.3.1 Total experience of full-time teachers

Response: 146

File Description	Document
Any additional information	View Document

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0

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

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

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

2.5 Evaluation Process and Reforms

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

Response:

Internal evaluation of the students is an important activity and it is conducted in all its seriousness at CDGIMS. At the beginning of the semester, an evaluation plan is made and it is uploaded on the website of the institute.

The evaluation is done with the help of several components like assignment, group and individual presentations surprise test and quizzes. Some students also undertake projects related to their subjects as a part of the evaluation. Attendance and class participation is also considered as a parameter for internal evaluation. For difficult topics, additional lectures are conducted to solve student's difficulties. Faculties maintain and update a question bank for designing tests and problems for internal evaluation.

The institute is affiliated to SPPU and hence strictly follows University evaluation processes. The institute has separate examination cell working under College examination officer(CEO) which takes care of dissemination of University circulars and notices to the institutes.

At the beginning of academic year, students are informed about the examination question paper pattern. Concerned teachers inform the students how to write the answers at the University and Internal Exams. Concerned staff informs the students about concurrent evaluation system for internal and external subjects. Each faculty member provides necessary tips to the students in order to improve their academic performance.

Chief Examination Officer (CEO) forms and internal committee for conducting the internal evaluation smoothly The examination committee follows all the rules, ordinances etc. to ensure the sincere implementation of the system. In the Examination Control Room, an advanced photocopier machine is installed for printing the question papers. Results of internal examinations are notified in the Notice Board of CDGIMS. Assessment of all internal evaluation components is conducted fairly and without any prejudice or bias.

File Description	Document
Any additional information	View Document

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

Response:

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

The internal assessment of the institute is designed to be transparent & robust. The Chief Examination Officer (CEO) is appointed as per the norms of SPPU. The institute has an Examinations Committee to assist the CEO in the conduct of exams at the institute. The committee has The Head Academics as a member of the committee to ensure that all evaluations happen on time and as per the norms and frequency decided upon by the Academic Monitoring Committee and as required by SPPU.

Students are explained how they are going to be evaluated for that course. At the beginning of the semester all important circulars and notices are displayed on the institute's notice boards and also communicated to the students through email/WhatsApp. Multiple Choice Question tests for every unit are also given to students in preparation for their Online Exams. Class tests, Assignments and Internal Assessment Exams are an integral part of every course.

The answer sheets for the class tests and internal exams are shown to the students and model answers discussed in class to enable students to appreciate what needs to be augmented to their answers to get better

scores. Subject teachers discuss from time to time how the application oriented questions are to be tackled in the exams. Viva-voce, if appropriate for the subject matter, are used for evaluation, they test the communication skills and subject clarity of the student. For every subject, full credit and half credit course three/five concurrent evaluations are conducted every semester.

These evaluations are approved by the Academic Monitoring Committee and informed to the student at the commencement of the course. SPPU has a 20 marks online exam. The 30 marks with the Institute roughly follow the following structure: Class test 10 marks, Assignments 10 marks, Presentations/Posters/Case/Role Play/Mini Projects/Field Visits/Viva 10 marks, MCQs test 10 marks, Internal exams (PAT-Progressive Assessment Test) 30 marks – adding all these marks get converted to out of 30 marks and External examinations are for 50 marks.

File Description	Document
Any additional information	View Document

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

Response:

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

The Institute has a well established and defined processes relating to evaluation – examination grievances redressed. This Process is Grievances related to the internal evaluation marks are referred to the Director of the institute through Chief Examination Officer (CEO). Then the Director, concerned subject teaching faculty and Guardian Faculty Member(GFM) resolve the grievances on the basis of documentation.

Complaints redressal at the institute follows the same stands as that followed by the university. Grievances and queries related to the end semester examination are recorded by the examination section and submitted to the university for corrective action

These corrective actions are normally re-evaluation, rechecking, providing photocopy of answer sheet to the student etc. At University level, students can apply for verification, revaluation and for photocopy of answer book. The University examiners re-verify, reassess the answer books and the revised marks if any, are sent to the institute which are communicated to the Institute examination department and to the student by student's section within stipulated time period. Further institute has taken following measures for the effective implementation of the evaluation reforms introduced by the University.

Online examinations: The effective implementation of the online examination is ensured by way of display of online examination timetable, appointment of eligible internal supervisors and use of CCTV cameras for monitoring of online examinations

In-semester examination: Execution of in semester examination is carried out in following steps In-semester examination is carried out as per SPPU timetable.

In-semester and End semester examination question papers are set by SPPU appointed examiners. Junior supervisors are appointed for invigilation masking of papers and Central Assessment of answer Papers (CAP) is conducted at Institute level for fair assessment of papers.

End semester examination: For smooth conduction of University theory examination, Appointment of examiners is done by SPPU.

Proper display of examination timetable end semester examination question papers is set by SPPU appointed examiners. SPPU appoints external senior supervisor to monitor the whole examination conduction process in fair and transparent manner, for smooth conduction of University theory examination, Senior Supervisor is appointed who looks after overall conduction of the examination. Junior supervisors are appointed for invigilation. During examination higher authorities surprise visit are taken appointment of Internal squads by institute. Director and Chief Examination Officer (CEO) conducts a meeting with all faculty members before every semester examination regarding the smooth conduct/implementation of examination rules, where all faculty members can give their suggestion on various aspects of examination and evaluation based upon the previous examinations. This enables further improvement in the subsequent examination and evaluation.

File Description	Document
Any additional information	View Document

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

Response:

The Institute strongly trusts on in transparency in its functioning. The institute has a well-defined standard operating procedure to develop the academic teaching plans and it follows a well-defined academic calendar.

The activity calendar shows the start and end of each semester stating various activities to be conducted, the internal evaluation schedule and the tentative schedule of external evaluation. Each Course and that respective Teacher of it has his /her own pattern of Internal Examination like Practical, Group discussions, Seminar, Presentations, and Projects etc. As per their teaching plans, each teacher takes a liberty to schedule their own Internal Subjects Concurrent Evaluation.

Preparation of academic calendar immensely contributes to achieving this. The Academic Calendar helps as a source of information and planner for students, faculty, staff, and other stakeholders of the institute. It encompasses all the processes of the institute such as, the Student section, Administrative, Academic, co-curricular and extracurricular activities.

The institute prepares the Academic calendar by understanding the PO's and CO's so that the activities are planned accordingly. Academic Calendar lays down a very strong foundation of the academic delivery. It further propagates the Institute's vision and mission.

Preparation of the Academic Calendar begins well before the commencement of the academic year. The Academic calendar is designed in line with the affiliating Savitribai Phule Pune University's Academic calendar and takes into consideration the holidays and vacation.

Academic Coordinator while preparing the academic calendar in consultation with CDGIMS Chairman and the Director takes into consideration feedback of previous year activities. Then it is placed before the Governing Body for approval.

The suggestions given by the Governing Body are incorporated in the academic calendar before it is finalized. The university has enlisted 16 parameters for concurrent evaluation in MBA syllabus. The institute follows diverse evaluation parameters for each course which are dependent on the student's participation in an activity and demonstrating the required skills. The academic calendar is communicated to the students by displaying it on a website, notice board, induction manual and Institute's prospectus.

The institute has built in mechanisms to ensure syllabus completion and conduct of CIE within the time frame and accordingly the various measures are taken. Remedial sessions are conducted on weekdays and on Sundays also. The Academic committee balances the trade-off between strict adherence to the Academic calendar and conduct of CIE.

The Academic committee ensures the strict implementation of the Academic Calendar by monitoring activities. Implementing gaps are reviewed periodically. The status of checkpoints and gap identified in monitoring are conveyed to the Director for the necessary implementation.

The major challenge faced by the institute is completion of syllabus of the first semester as the MBA admission process governed by DTE gets completed by the end of July and the classes usually start by the first week of August. This does not give adequate time for the completion of the syllabus. However, this is achieved by conduction extra classes sometimes even on Sundays.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

We at CDGIMS ensure clear communication of all the evaluation processes and their outcome.

We appoint the teaching staff to the various faculty development program (FDP) arranged by the university. Director and Academic Head inform the teaching staff about assessment process during the semester opening meeting. Equally the induction program is organized for the students and parent at the beginning of the semesters. The induction program includes orientation of the student towards the MBA program facilitated by various experts from industry and academia. Director, A. Head provides detail information about assessment process to the student and parent. Institute is having ERP system for academic and administration monitoring purpose. The contact number and email ID of every student and their families are added. This is how the students and their parents are regularly informed of the progress of the students.

The content of each subject is divided into five units. Progressive assessment test is conducted after each test and enactment of the test is communicated to student and parent. The results are also displayed on the departmental notice board. The assessment report is also given to Guardian faculty member (GFM) of the student. GFM then discusses the same with the students and if the result of the student is not satisfactory, parent, Students counseling takes place on a regular basis.

The assessment of the students, Parents are briefed about the assessment process. Learning during semester and until end of semester is carried out in following way Online, prelim examination Followed by end semester examination. All examination conducted by the university. Progressive assessment test, mock test, viva voce examination after each experimentation, quiz, and assignment are carried out by the institute to evaluate the performance of student internally. The result of the student in internal assessment is communicated and explained to student and parent. The signature of the student is taken.

The attendance of student is compulsory and every fortnight it is communicated to parent. When attendance is less than desired, the student is counseled to understand the reasons there of and corrective

action is taken.

Performance of student in written examination, online examination and assignment submission, viva voce, assignment, Progressive assessment test and participation in various activities is timely displayed on the notice board. It is also communicated to parent through phone, email letters or personal interactions academic calendar gave at the beginning of the semester. Also, the progress report is informed on the regular basis to parent through ERP, website, Institute notice board, and phone calls by Guardian faculty member (GFM), sending letters, and Email. Performance of student in written examination, online examination and assignment submission, viva voce, assignment, Progressive assessment test and participation in various activities is timely displayed on the notice board. It is also communicated to parent through phone, email letters or personal interactions academic calendar gave at the beginning of the semester. Also, the progress report is informed on the regular basis to parent through ERP, website, Institute notice board, and phone calls by GFM.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document

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

Response:

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

Every course has a specific set of objectives which is approved by the Board of Studies of the Savitribai Phule Pune University. Course Outcome of the respective subject is designed by considering these Objectives. The copies of the syllabi are kept in the Institute library for students.

The students are made aware of the learning outcomes through the Director's address in the beginning of the academic year in the form of induction program.

At the beginning of every semester, every subject teacher conveys Course Objectives at the introductory lecture of respective subject / course. The faculty of every subject explains course objectives, evaluation pattern, marking scheme etc. to the students. Students attainment of CO, PO and PSO are assessed by customized evaluation pattern to suit the Course and its COs.: Evaluation includes: -- Seminar presentation/Short quizzes or objective questions/Home assignments/tutorials Extension Work/ Open Book Test/ Research Project by an individual student or a group of students/ Role playing/Workshops etc.

The Institute provides opportunities to students to exhibit their understanding through the medium of expression i.e. oral or written. The outcome of the entire exercise is that the evaluation method does not become a hurdle while evaluating students' attainment of CO, PO and PSO of specific Course. Students can optimally express their knowledge and this enhances their confidence.

The Institutes follows the evaluation pattern prescribed by the Savitribai Phule Pune University. This type of evaluation includes term end internal assessment, concurrent evaluations and External examinations conducted at the end of course. These examinations and results also measure the attainment of CO, PO and PSO.

File Description	Document
Link for Additional Information	View Document

<p>2.6.3 Average pass percentage of Students</p> <p>Response: 88.76</p>	
<p>2.6.3.1 Total number of final year students who passed the examination conducted by Institution.</p> <p>Response: 79</p>	
<p>2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution</p> <p>Response: 89</p>	
File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

<p>2.7.1 Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.45</p>

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 2.63

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.77	0.86	0	0	0

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

3.1.2 Percentage of teachers recognised as research guides at present

Response: 16.67

3.1.2.1 Number of teachers recognised as research guides

Response: 2

File Description	Document
Any additional information	View Document

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

Response: 1

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

Response: 2

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

Response: 10	
File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

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

Response:

The institute has created an eco system for innovations which comprises of the following important components.

1. Full time faculty
2. Faculty with doctoral degree
3. Time for research
4. Grooming for talented student
5. Research facilities
6. International collaboration
7. Scientific publications
8. Innovation & Entrepreneurship
9. Research evaluation
10. Funded Research
11. Research administration & Support office
12. Incubation Centre

1. Incubation Centre: The Institute has its own Start Up Incubation centre which operates in association with Passion InfoTech Pvt. Ltd. Efforts have been taken to motivate students for honing their entrepreneurship skills. Guidance is given on design thinking, business process management, business process engineering and Block chain. Passion InfoTech Pvt.Ltd provides current startup scenario information and available opportunities. Currently Candiphi, the startup based on Artificial Intelligence in Healthcare Management is operational, with guidance from Academic Director of CDGIMS.

2. Collaborations: The institute has active collaborations with other agencies/ institutions/research bodies for sharing research facilities which facilitate the students for their preparation. The institute has undergone with different MoU's with 3DMLYNKS LLP, KadKomp Systems Pvt. Ltd., Soham Dadarkar Academy Skill Factory Pvt. Ltd, Ayurved Rasashala and Vithu Rakhumai Charitable foundation. The institute is actively participating in research projects funded by non-government agency. CDGIMS also conducts outreach activities in association with some of the above organizations considering social responsibility.

3. Entrepreneurship Development Cell: The main objective of this cell is to develop and strengthen entrepreneurial qualities in the students who are interested in starting their own business. The Institute

provides infrastructure and technical support as well as guidance of other first generation entrepreneurs to the students having innovative ideas to transform into new products and services for the betterment of the society. The EDC also assists all the aspirants with mentoring, planning and execution of their start up idea into a real business. Every year few students have started their own enterprise with the help of EDC.

4. **Research:** Faculties and students are encouraged to participate in various competitions and conferences organized by SPPU every year. Faculties including students have published a number of research papers in different national and international journals during last 5 years. Research is undertaken on Contemporary Management issues and industry oriented problems.

5. **Conference:** Healthcare is one of the essential service industry. There is a constant flow of innovations emerging from variety of medical researchers, policy experts, technology professionals and other people who provide support to this industry. Artificial Intelligence and Internet of Things are innovations adopted by industry. CDGIMS is the only institute in Savitribai Phule Pune University, which has organized International conference on Healthcare Management. Through this conference, students are getting connected with industry people directly and getting exposure of industrial challenges.

6. The institute's library has a state of the art infrastructure and resources such as reference books, journals, papers, e-journals, language lab and e-lab for enhancement and transfer of knowledge.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 4

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	0	0

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	
Response: Yes	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards	
Response: Yes	
File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years	
Response: 0	
3.3.3.1 How many Ph.Ds awarded within last five years	
3.3.3.2 Number of teachers recognized as guides during the last five years	
Response: 2	
File Description	Document
URL to the research page on HEI web site	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years				
Response: 0.23				
3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

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

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

Response: 6.63

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

2017-18	2016-17	2015-16	2014-15	2013-14
17	13	16	6	5

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

3.4 Extension Activities

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

Response:

CDGIMS believes in holistic development of the students by making them address the social issues in the society. For this purpose a series of activity is planned which will be helpful to the society as a whole and create awareness towards Health, Gender, Environmental and other important matters. Some of the activities successfully conducted in association with various govt. non govt. org.

Environment conservation & enrichment: CDGIMS always takes initiatives in preserving environment in near vicinity. Activities are regularly conducted to safeguard natural resources & to make people aware that these resources should be preserved and it will get exhausted eventually if they are used irresponsibly. Under this title numerous events are organized like tree plantation drive, cleanliness drive, eco friendly Diwali rally, eco friendly Ganesh immersion, save snakes programs and many more. To avoid usage of plastic and to promote eco friendly bags, training was given to students in "Paper Bag Making".

Awareness on social issues: CDGIMS continuously strives to create an awareness regarding social issues, hence various activities have been organized by the institute such as Blood donation camps, Swachhata abhiyan, I will vote campaign, visit to old age home, donation drives and so on. Institute has also created

Blood Donor's Forum under which database of students has created. In this database students con.no., address, blood group and other medical information is maintained. Under the Red Ribbon Club awareness session on "Importance of Blood transfusion and HIV-AIDs" was organized.

Knowledge transfer: Lecture series was conducted by Director and faculties of the institute at various colleges in rural areas on opportunities in Healthcare Management including career guidance workshops. The main objective of this lecture was to educate students about importance of higher education in knowledge transfer and for better future. Institute also conducted Computer literacy classes for the peons and sweepers.

Women empowerment: Gender discrimination and women exploitation are some of the important issues prevailing in the society. CDGIMS has been always addressing these issues. Numerous activities are conducted like save girl child rally, health & hygiene related workshops, women's day celebration, career guidance workshop. CDGIMS in association with Bhor M. Corporation organized an orientation workshop for women from Bhor on Self Employment opportunities. Students actively participated in such workshops.

Sensitivity towards neighborhood community: CDGIMS always tries to create sensitivity amongst students towards neighborhood community. Under this, CDGIMS tries to help people in different ways. Health awareness workshops, social issues related awareness workshops; financial help related workshops had been organized successfully. Student volunteers participate in Pain and Palliative Care training session. Awareness talks are arranged for the women of the neighborhood on topics like "Menopause, Health & hygiene". Few students undergo training in basic life support system at Galaxy Hosp., Pune. Maintenance of Medicinal Plants in the surrounding area is also one of the unique activities which are going on from last many years. Student participation in such activities also makes them aware and actively involved in social issues.

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

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

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

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

Response: 38

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	7	6	6	4

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

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

Response: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
158	174	173	133	161

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

3.5 Collaboration

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

Response: 224

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

2017-18	2016-17	2015-16	2014-15	2013-14
45	40	65	30	44

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

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

Response: 8

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	4	1	0

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Building Status: -	Available
Total built up area ready (Sq.mts) :-	2446
Total Instructional area (carpet area) ready in (Sq.mts) :-	1001
Total Administrative area (carpet area) ready in (Sq.mts) :-	455
Total Access and Circulation Area (Sqm) :-	754
Total Carpet Area (Sqm) Amenities-ready (Sqm) =	451

Whether Access and Circulation Area is maintained as per National Building Code (NBC) Norms? Yes

In order to implement the plans and achieve desired goal, the Institute has created adequate infrastructure in terms of State of the art computer labs, library, language lab, faculty rooms, class rooms and Seminar Halls with Audio Visual Facility. The entire campus has Internet facility with dedicated lease line. The Institute has facilities like photocopy machine, Stationary store, ATM within the campus. The Institute is keen on creating and maintaining environment which is conducive for learning. Additional Cafeteria and Auditorium is available in new building just 20 meters away from our building.

Conference Room: The Institute has well equipped conference room with and LCD, Internet facility and Audio-Video recording system.

Computer Lab: -The Institute has advanced & well equipped computer labs with machines of advanced configuration. The labs are well supported with latest software version and strong anti-virus software support to prevent of viruses. The Lab is operating on the 35 MBPS dedicated Lease line internet connection. The institute has all supportive equipment's such as scanners, printers, MSDN software, speakers, Laptop, LCD projector etc. The institute also has a language lab.

“The Institute library is where present and future meet together.” Library is a heart of any institute. CDGIMS library is very spacious and well-furnished to create a pleasant environment for the students. It plays a vital role in enhancing the user's knowledge. The Library is segmented in Reference Section, Journal Section, Reading Hall, Digital library, etc. The library has a collection of Textbooks, Reference, General and Rare-books, Journals, e-journal and CDs, LED TV etc. The library uses Vriddhi software. The circulation of books is based on Bar- Code. The library has collection of 6000+ Books. The library has e-journal (J-Gate). The Library has a collection of books on Accounting, Banking, Finance, IB, Marketing, and Sales, HRM, health care management Training and General books. Reprography facility is available. Associate membership with Individual membership of NDL, Open Source repository Shodhganga, NPTEL is available.

Well Equipped Classrooms:

CDGIMS is fully equipped with spacious & well ventilated Class Rooms which have well-furnished comfortable Seating Arrangements & Good Acoustics, White Boards, and Computers with LCD Projectors. “The institute believes that Today's Learners, become tomorrow's leaders” Pleasant Class Room is the place where students learn with zeal to achieve their goals. Classrooms are spacious, well ventilated and decorated with pleasant colors and curtains. The seating capacity of class room is of 60 students, The classrooms are Well-equipped with mounted LCD projectors, white screens, podium, green

boards. In addition to tutorial rooms is available for a group discussion. Cafeteria, water cooler, water purifiers, solar water heater, gymnasium etc. are available on the campus

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

4.1.2

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

Sports Facilities Football & Cricket Playgrounds, badminton , kho kho

Indoor games: - Chess, carom board, gym

Chetan Dattaji Gaikwad Institute of Management Studies is a brainchild of Rashtriya Shikshan Mandal, an organization dedicated to healthcare Management. CDGIMS lays special emphasis on improvement in the physical and intellectual health of its students through indoor and outdoor games. Students of CDGIMS use the cricket and football ground of Tilak Ayurved Mahavidyalaya, which is a sister concern of CDGIMS. • Area of Soil Field ground 4355.82 sq. mtrs CDGIMS organize inter-class competition of cricket and football, kho kho. Students of CDGIMS also participate in the inter-college competition of cricket and football arranged by other institute. Special training is arranged for students with potential.

CDGIMS has a well-equipped gymnasium situated in its basement. The gymnasium is used by the students for their daily workout. CDGIMS also invites qualified and experienced trainer, who guide the students and how to use the various equipments in the gymnasium.

For enhancement of intellectual ability and concentration, CDGIMS provides facility of indoor game like chess and carom to the students. Students use these facilities during their spare time. Students also organize inter-class competition of carom and chess which help them sharpen their concentration and intellectual skills. Promising students from CDGIMS are sent inter-college competition.

Objective of these facilities is developing extracurricular and sports talents of the students, improving their capabilities to work as a team and raising their level of self confidence in interacting with fellow students and peers. It proved successfully and undoubtedly appreciated amongst the students and staff. • For cultural activities Seminar Hall is used.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 6

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

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

Response: 22.03

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

2017-18	2016-17	2015-16	2014-15	2013-14
7.5	7.5	7.5	7.5	18

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

4.2 Library as a Learning Resource

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

Response:

- Name of ILMS Software: Vriddhi Software
- Nature of Automation: Fully
- Version: 2.0 Build 243.9 full version
- Year of Automation: 2018

Chetan Dattaji Gaikwad Institute of Management Studies Library is fully automated using Integrated Library Management System (ILMS) Vriddhi Software with barcode technology. Version 2.0 Build 243.9 full version.

CDGIMS is using Vriddhi library management software from 2018. Through the ILMS library is become successful to reduce manual intervention in housekeeping operations which includes acquisitions, serial control, circulations, report creation, etc. Vriddhi software keeps all the transaction records & generates various reports which are useful for smooth library administration.

Online Public Access Catalogue provides facility to search the collection of the library through Title, Accession no, Author, Publisher etc.

The library of the Institute is an epicenter of learning and reference, equipped with an excellent collection of over 6,000 books on management and allied fields. Library possesses international & national journals in management & allied areas.

Magazines on current affairs are also subscribed. It also stocks more than 300 project reports, CDs & DVDs for the reference. E library is set for access of e journal databases like J- gate & to develop communication skills, institute has subscribed software of foreignlanguagestobenefitstudents&faculty.

The Library also has membership of British council Library. The open access system, additional book facility for examination, book bank, display of new arrivals etc. are some of the systems adopted to enhance the utilization of library

Our library has a spacious stocking area, well ventilated spacious reading hall with sufficient capacity. The Library spread over 101.83 Sq. mtr areas

File Description	Document
Link for Additional Information	View Document

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

Response:

CDGIMS library has various resources which enriches the collection. It holds collection of many Biographies, Autobiographies, Encyclopedia, Dictionary & many books from regional language or translations are available to cater the student who comes from rural background. Recommendations taken from faculty & students on frequent basis to develop the collection.

The library provides access to rare books from the field of Ayurveda in association with RIHSM. Library subscribes many national & international journals & newspapers from English & regional language.

CDGIMS library adapted & extended ICT trend in setting up digital library which has digital learning resources such as NPTEL videos & e journals.

The library has Language lab Software to enhance student's communication skill. Digital library is well equipped with multimedia facility. Summer Internship projects of past students have been stacked separately for students' reference. Important articles from all national newspapers get displayed in the library to enrich user's knowledge.

Other than the syllabus, books related with competitive exam & aptitude test, general knowledge & skill development are also in the holding of the library. These books are published by well-known publishers.

The Institute library is member of British Council Library, Pune Division & National Digital Library.

Library website also provides access to different initiatives supported by Government of India. This organization aims to create awareness about rare information resources available & gives free access for optimum utilization.e .g.

- 1) Rare Book Society of India:Link <https://www.rarebooksocietyofindia.org/>
- 2) The Bhandarkar Oriental Research Institute:Link http://www.bori.ac.in/manuscript_department.html
- 3) ChatrapatiShivajiMaharaj Museum of Indian History:Link <https://factmuseum.com/free-rare-books/>
- 4) Archaeological Survey of India: Link <http://asi.nic.in/central-archaeological-library/>

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

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

Response: 1.66

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

2017-18	2016-17	2015-16	2014-15	2013-14
2.01	1.24	1.19	1.32	2.55

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

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 9.41

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

Response: 16

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The Institute has IT facilities as per the AICTE norms. In addition to this Institute upgrades its IT facilities timeto-time to prepare Students for today's corporate world by giving them real-life experience. In this context Institute strives to align with rapidly changing technology in terms of IT facilities and related environment

The institute has a well-equipped computer LAB with PC's of HCL brand, adequately supported by 35 Mbps leased line for seamless internet connectivity The institute has excellent nod less pc of N-Computing. It is also equipped with a wide range of licensed system software and application software. The entire campus has WI-FI connectivity. Computer labs well connected to the internet help students and faculty to carry out their academic and other work.

The institute has total 120 computers with a configuration of HCL dual core processor, 2 GB RAM 500 GB HDD (with dedicated 1:1 leased line connected with all computers) The institute also has two branded servers for data storage facility and online conducting the examination of SavtribaiPhulePune University

LAN and network facility: The campus is connected with LAN by CAT 6 structured cabling Each and every computer has separate IO points. and patch cord cable. The institute has used star topology for entire campus.

Unlimited Internet access is provided to Students and Employees at all the locations with 35 MBPS leased line. The Wi-Fi facility with 6 access points is deployed to enjoy the benefits of Internet access on mobile phones and related devices.

Wi-Fi facility: The institute's IT department extend the complete support to students. Wi-Fi zones created at various locations such as Reading halls, corridors. Staff and Students can access this facility on their Laptops by registering themselves. The institute has currently state of theart Wi-Fi access points to provide the Wi-Fi internet access through Wi-Fi zones. The institute is planning to extend this further to create and establish a Wi-Fi enabled campus.

Intercom Facility: The campus is well connected with a well-planned Telecom Network with intercom facility. Two additional BSNL land line connections are available at admin office.

Intranet, Internet, learning Platforms, computers available in the campus PCs exclusively available to students 120 PCs available in Library 2 PCs available in Administrative Office 5 PCs available to Faculty Members 10 Number of PCs in language lab 10 Number of PCs in Exam Control Room 1 Number of PCs in Class rooms 4 Number of PCs in Seminar Hall 2 Internet Bandwidth in Mbps 35 Mbps Internet Connection ratio 1:1 Printers available 10 LED TV 1 LCD Projectors 7 Biometric machine 1 Bar Code Scanner 1 Scanner 3

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 0.88

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 35-50 MBPS

File Description	Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility, LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 10.61

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

2017-18	2016-17	2015-16	2014-15	2013-14
5.85	5.93	3.50	3	3.45

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

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

Response:

Chetan Dattaji Gaikwad Institute of Management studies (CDGIMS) maintains physical and academic facilities for effective teaching and learning. The computer systems and other sensitive equipment (servers, Projectors, Printers, Scanners, photocopy machines, Bio-metric machines) are provided with generator backup system to avoid any damage during power outages. CDGIMS provides UPS backup to server and some Important machines.

Chetan Dattaji Gaikwad Institute of Management studies has installed 20 KVA generator and UPS. The institute has provided sufficient generator, enough batteries for backup and proper earthing connection to ensure safe power source. The UPS batteries are regularly checked. The servicing of diesel generator is done twice in a year for effective functioning. The institute has entered into an annual maintenance contract (AMC) with Omkar Engineering for the same.

1. CDGIMS follows a standard operating procedure for maintenance of the instruments and equipments. SOP is as follows: 1. Anyone in need of repair and maintenance work registers their complaint in the office giving the details of the maintenance required. 2. The office then informs of the requirements to the

registered vendor (name saitrix services) 3. Technician visits the site and completes the maintenance as required. 3. Head of IT department signs after the Job Completion. 4. Bill is generated and processed through the concerned authorities and forwarded through for final payment.(Entered in to annual Maintenance Contracts for computer related repairs and maintenance, Drinking water cooler maintenance, power backup systems, fire extinguishers and pest control of the Building.

The institute maintenance policy and procedure is applicable to usage of both Physical Academic and the support facilities. The physical facilities include classrooms and computer labs etc. The Institute classroom infrastructure is regularly used by institute during its teaching schedule and after the semester period is over it is made available for conducting the exams ofSPPU. The maintenance and classroom cleaning responsibility is shared by the administrative staff and housekeeping staff appointed by the institute.Every year The institute renews the all softwares like Microsoft Campus agreement, Tally. The computer lab has LAN facility open for the students according to their lecture schedule. The institute website is maintained and updated regularly.

The Institute Administrative Officer regularly monitors and supervises the available infrastructure and ensures its upkeep, repair and other maintenance of the infrastructure.

To promote students for sports, CDGIMS sports in charge regularly encourage students to participate in sports activities, along with. Sports equipment for indoor and outdoor activities are serviced regularly The institution has a well-maintained infrastructure for sports like cricket, basketball, volleyball, throw ball and badminton.

The Institute has outsourced 24x7 security contract for the Campus along with provision of lady watchman.

The institute has hired gardener on contract basis who takes care of the entire garden and plants in the premises. He comes once in a week and in charge of all the gardening activities such as spraying pesticides, providing fertilizers, cutting of unwanted weeds grass etc.

File Description	Document
Link for Additional Information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 20.27

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

2017-18	2016-17	2015-16	2014-15	2013-14
53	47	30	13	22

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

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

Response: 7.72

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	33	23	0	0

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: C. Any 5 of the above

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

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

Response: 16.73

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

2017-18	2016-17	2015-16	2014-15	2013-14
44	21	34	13	23

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during

the last five years

Response: 27.68

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

2017-18	2016-17	2015-16	2014-15	2013-14
98	53	30	0	46

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 0.77

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	1	0

File Description	Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)
Response: 32.56

5.2.2.1 Number of outgoing students progressing to higher education
 Response: 14

File Description	Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)
Response: 45.56

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	1	0	0	1

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	2	0	0	1

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

5.3 Student Participation and Activities

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

Response: 0

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

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

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

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

Response:

CDGIMS STUDENT COUNCIL

At CDGIMS we promote students to work at various teams, encourage them to participate in the decision making process. This helps students to learn management and administrative skills outside the classroom too, enhance their personality and organizational skill.

STUDENT COUNCIL ELECTED MEMBERS

SR. NO. POST NAME OF THE MEMBERS

- | | |
|---|---|
| 1 | Academic Director: Dr. Atul Kapdi |
| 2 | Faculty Representative & Sports Coordinator: Prof. Ramanand Chivate |
| 3 | Senior Faculty Member: Prof. Kanchan Jatkar |
| 4 | Faculty Cultural Coordinator: Prof. Prachi Gore |

- 5 President: Ria Kshemkalyani
- 6 Secretary: Onkar Taru
- 7 Lady Representative: Snehal Bhosale
- 8 Community Representative: Akash Dayma
- 9 Sports Representative: Somesh Bhanuse
- 10 Cultural Representative: Suraj Kadam, Pranali Yadav
- 11 Class Representative (A): Anish Joshi

ACADEMIC AND ADMINISTRATIVE BODIES

1. INSTITUTE SOCIAL RESPONSIBILITY (ISR) CELL

Institute Social Responsibility Committee was established with the objectives to initiate proactive measures for the betterment of the society. CDGIMS keep strong belief of being a responsible and caring organization.

2. ENTREPRENEURSHIP DEVELOPMENT (ED) CELL

The Committee was formulated with the objective to promote and encourage the innovative ideas from students to become Entrepreneurs. This committee arranges many Guest Lectures / workshops to motivate management students to apply their skills and gained knowledge for the development of self-Entrepreneurial Skills.

3. CORPORATE TO CAMPUS CELL (C2C)

The objective of this committee is to bridge the gap between the academia and the corporate world. The committee arranges Corporate Guests to interact with students to understand the current market trends, corporate environment and culture very well.

4. CONVERGENCE- ALUMNI NETWORK CELL

The committee was put in place with the objective to provide platform where Alumni interact with current students to share their experience of the corporate world.

5. PLACEMENT CELL

The Committee was set up to provide the assistance and conduct the placement drive. Under this committee, members of "Placement Cell" gets involved for strengthening the relations between the Institute and the corporate world. This also involves creating a strong network for better placements in future.

6. CAREER GUIDANCE AND GROOMING CELL

The Committee organizes programs to create awareness about the importance of higher studies, competitive examinations and skills required for employment.

7. SPORTS AND CULTURAL CELL

The committee motivates and keeps up the enthusiasm of students by arranging many in-house cultural and sports activities. The committee plans and organizes sports and cultural fest “Rhythm” every academic year.

8. CONFERENCE & MEDIA CELL

The Committee is responsible for conducting National/ International Conferences and publishing research papers under UGC listed Journal with ISSN/ISBN numbers.

9. CONNECT CDGIMS: CLASS REPRESENTATIVE CELL

The objective of the committee is to elect representatives from every class with the purpose of building for cohesive relationships between faculty members and students.

10. LIBRARY CELL

This Committee aims to help the Librarian of the Institute to get the easy access of number of resources to all CDGIMS students and faculties. Also since last year the committee has initiated the innovative concept of “BOOKFAIR” for encouraging students towards reading.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	5	2	0	0

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

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

Response:

CDGIMS has a registered Alumni Association under the Societies Registration Act. It was formed on 20th November 2018 at Charity Commissioner Office, Pune Region with Registration No: Mah/1962/2018/pune dated 14.12.2018 under Societies Registration Act 1860. Chetan Dattaji Gaikwad Institute of management Studies and the Alumni Association jointly believe in creating and maintaining association with its alumni. The Alumni Association provides an interface for establishing a link between the alumni, staff and students of the institute. Institute's alumni are currently working at various positions all over the globe and proving their mettle in all spheres of management.

The Aims and Objectives of registering Alumni Association is:

- To increase interaction or help to increase the interaction between the past students of AA- CDGIMS-PUNE and present students undergoing education in the Institute.
- To enhance, modernize and upgrade the existing facilities at AA- CDGIMS-PUNE with the help of past students.
- To make available to present students of AA- CDGIMS-PUNE the training & placement and other facilities through the help of past students.
- To undertake, conduct, carry on and help to carry on scientific/academic study and research in Management.
- To organize or assist in the organization of lectures, seminars, workshop, Industrial Visits, refresher, courses, conferences, get-together etc.
- To recognize the noteworthy achievement of our past students.
- To provide a forum whereby talents, capability and resources of alumni can be made available to benefit the AA- CDGIMS-PUNE & its students, teachers
- To encourage the Alumni to take an active and abiding interest in the work and progress of the Collage/s so as to contribute towards enhancement of the social utility of their Alma Mater.
- To bridge the gap between the industry and Academics by exchanging professional knowledge by organizing conferences, seminars workshops & training courses.
- To organize activities of a civic or charitable nature to increase public awareness towards the economic and social development of the nation.
- To enhance the industrial training, placement and other facilities to the present students with the help of past students at various levels.
- To publish and circulate Journals, papers, periodicals, etc. either through print or electronic media for

the promotion or stimulation of Management research at the Institute.

- To promote and foster mutually beneficial interaction between the Alumni and the present students of AA- CDGIMS-PUNE.
- To help AA- CDGIMS-PUNE to organize National and International seminars, workshops, conferences, symposia on various topics to strengthen and share the knowledge.
- To arrange Annual function for sharing deep emotions about Alma Matter & placing innovative ideas before the management for overall improvement.

MEMBERS OF THE FIRST MANAGING COMMITTEE:

Sr.

No. Name & Address Designation

- 1 Ms. FATEMA ABBAS President
- 2 MR. SWAPNIL RAJENDRA DAHIWALE Secretary
- 3 MR. NIKLESH DINKAR KHOBRA GADE Treasurer
- 4 Ms. TEJASWINI SAMEER BHALE Member
- 5 Ms. TRUPTI ARUN GHATPANDE Member
- 6 MR. ASHISH SHIVAJIRAO CHOBHE Member
- 7 ASHUTOSH MANOHAR ADULKAR DE Member
- 8 MR. RAJENDRA SHASHISHEKHAR HUPARIKAR Member
- 9 MR. ATUL CHANDRAHAS KAPDI Member

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 0

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

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

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Chetan Dattaji Gaikwad Institute of Management Studies is under the umbrella of Rashtriya Shikshan Mandal which is a trust registered under societies Reg. Act.(1886) & B.P.T.act (1950). This trust is working in the field of Ayurveda and healthcare especially for poor people of the society. Origin of this trust is associated with freedom fight against the British Govt.

CDGIMS was started under the trust's objective of starting and developing an institute for the promotion of management, science and industry as well as training the students to be self-reliant citizens of India and to help institution of similar objectives.

Vision:

“Inculcating good corporate citizenship through world class management values.”

Mission:

“CDGIMS is committed to offer excellent quality management education through highly qualified and experienced faculties, state of the art infrastructure and administration of the right blend of academic industrial needs. While all this is being done, CDGIMS is also committed to rekindle the basic human values in the minds of the young Indians to conserve India's identity in the fast amalgamating world.”

The institute's mission is to impart quality education and help students excel in their area of interest thereby preparing them to cope with the latest requirements, through innovative ideas and practices. The institute is convinced that proper education is the best route to uplift the youth in correct direction. For this purpose the institute is consistently focusing on providing good infrastructure.

CDGIMS governance strengthens the institute's facilities to improve learning outcomes, employability of students and improve standard of post graduation education. For achieving these the institute gets the support from Government of India, Government of Maharashtra and RSM. The institution governance is directed and implemented by the Governing council, College Development Committee (earlier known as Local Management Committee), Executive director, IQAC, Director, Academic director, faculties, Administrative staff, Library staff and support staff.

Stakeholders play an active role in ensuring the implementation of institute's vision, mission, values, quality policy and objectives. Teacher's participation supports in enhancing the effective leadership skills among the students. To strengthen the leadership skills and placement, the institute's placement team works as a bridge between the Institute, Alumni and Industry. Faculty members are invited to be part of CDC member. Faculty members are encouraged to participate in the capacity of External Senior supervisor and other duties of SPPU.

To plan and manage regular activities, the institute's administration staff follows directions provided by the authorities for smooth functioning of finances and infrastructure. Library staff manages library resources effectively. To improve the administrative processes financial audits are conducted every year through external agencies.

RSM Governing Council is the top governing authority whose key function is to direct the institute towards pursuit of excellence. The CDC of CDGIMS represents higher management. Leadership is driven by the Director & Academic Director under the guidelines of AICTE, DTE, SPPU and RSM. Academic Director is the chairman of Academic and Administrative Councils, Member Secretary of LMC and chairman of all Statutory and Non-statutory committees.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

6.1.2 The institution practices decentralization and participative management.

The organizational structure of the institute follows decentralized approach for comprehensive governance. The decentralized structure of the institute involves statutory bodies. They are governing council and local managing committee. The executive director, academic director, functional committees, teaching and non-teaching staff offer required services to ensure the desired outcome. Various stakeholders participate to ensure this.

Participative management, which is also the employee involvement or participative decision making encourages the involvement of stakeholders at all levels of an organization in the analysis of problems, development of strategies and implementation of solutions. Employees are invited to share their opinion in the decision-making process of the institute by participating in activities such as setting goals, determining work schedules, and making suggestions. Participative management involves considering the ideas and suggestions of employees with respect. The most extensive form of participative management is the direct employee ownership of an organization they work for.

In CDGIMS participative management is applied up to the lowest level in the institute. Following is the process which influence participation in decision making.

1. Sharing status of economic condition through LMC faculty members, keeping the employees informed about financial position of the institute.
2. Discussing ideas about improvement in teaching skills or the training required for teaching and non-teaching employees effective work.
3. Employee decision making for scheduling and implementing assigned work.
4. Employees participation and their decision making for activities like- exam coordination, conference coordination, industrial visits, cultural activities, social activities etc.
5. Rewards, which are based on employee's involvement and suggestions as well as performance.

Case study: International Conference event

The institute has organized first International Conference in Feb 2018. Organizing secretary decentralized all the activities among the faculties. Co-organizing secretary was the faculty member; who divided the tasks under different working committees. Coordinators of the working committees selected students as volunteers. All volunteers and students actively participated in all activities during conference. Administrative staff was also involved in managing the registration committee at the time of conference. From receiving outstation guests and planning their pleasant stay in the city from airport to airport, all hospitality activities were measured by students and staff members. Committees like registration, escort, catering/hospitality, research journal publication, marketing etc. coordinated all activities to make this event successful.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

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

Response:

The institute was established with a mission to inculcate quality education and best human values in the students development was the motive for the institute. The institute had perspective plan for development when it was started and it tried to accomplish it with its full efforts. This plan has been reviewed as per the needs of learners and the higher education policies of the nation.

The institute tries to impart quality education and exposure to the world through its strategic planning. The institute always helps students excel in their area of interest; thereby preparing them to cope with the latest requirement. This helps them to move forward in the desired direction, innovate ideas and implement practices.

Strategic plan of the institute is specific, action-oriented medium or long-term plan for making progress towards a set of institutional goals.

The aspect considered for inclusion in the plan is 'Industrial visit' of student. Industrial visit has its own importance in a career of student who is pursuing a professional degree in management. It is considered as a part of college curriculum. The objective of an industrial visit is to provide an insight regarding internal working of companies. Theoretical knowledge is not sufficient for professional career. With an aim to go beyond academics, industrial visits provide students a practical perspective of the work place. It provides students an opportunity to learn practically through interaction by understanding, working methods and employment practices. Industrial visits provides an excellent opportunity to interact with industries and know more about industrial environment. Industrial visits are arranged by the institute for students with an objective of providing an opportunity to explore different sectors like IT, Manufacturing, services, finance and marketing. Industrial visit helps to helps to combine theoretical knowledge with practical knowledge. By considering the above objectives the institute has decided to plan industrial visits every year. It gives an exposure to understand current work practices and theoretical knowledge being taught at the institute. The

industrial visits are planned in the first year of MBA.

The planning of industrial visits is done by faculties and students. Student initiate for making arrangements of visit. With the suggestions and discussion of higher authorities visits are planned before starting of new academic year. Faculty coordinator is appointed to take care of proper execution of the visit. The institute tries to give an opportunity to different faculties for coordinating industrial visit to ensure participative management. The arrangement of transport is taken care by students with guidance of faculties. It gives students lessons of team management and time management. During actual visits students explore the plant to be visited and enthusiastically they try to correlate the things with their management learnings. They ask questions to a concern person and help the faculties to prepare the report of visit. Practical learning is the good experience for students. It helps students to understand actual functioning of organization. Industrial visits gives live experience of management planning, coordination, implementation, execution of actual work in organization.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

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

Response:

The objective of RSM is to impart quality education in the field of management. The organizational structure of RSM is designed to help CDGIMS to achieve its vision in long run.

Organizational structure of the institution includes governing body, academic and administrative set up. It also includes various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism. The organizational structure of the institute follows decentralized approach for effective governance.

The structure, involves the statutory bodies like Governing council, College Development Committee, Director, Academic Director and other Functional Committees. Teaching and Non-Teaching staff to offer essential services.

Governing Council : President of RSM, Trustee members, executive director of CDGIMS are the members of this body. The governing council takes decision to protect rights, interests and well-being of all members of all institutes which comes under RSM. Governing council does this by making sure that the organization runs smoothly and efficiently, so it can achieve its goals and objectives it has promised.

CDC: It is a Statutory Body formed as per section 85 of the Maharashtra Universities Act, 1994 and in line with Savitribai Phule Pune University. As per Maharashtra Universities act 2016 LMC is now known as College Development Committee. It acts as an intermediate body between Director of the institute and the

Governing council. CDC approves the financial statements and forwards them to governing council.

Redressal Mechanism: It aims to provide protection to employees as well as students. Internal Complaint Committee is formed to safeguard fundamental rights of women within campus. This committee examines all matters related to the workplace and makes suggestions and proposals to the institute administration regarding such matters. The committee works towards promoting the gender equality and gender justice amongst the students and staff. It sensitizes the gender equality issues and creates awareness about redressal mechanism. The committee is formed in accordance with laws and policies defined by Hon. Supreme Court and Government of India. Any aggrieved individual who wants to file a complaint can do so either by sending an email to Anti Sexual Harassment Cell or by filing written complaint with any member of the cell.

Sexual Harassment Prevention committee: This committee is formed to build self-esteem & dignity among female students and female faculty members. It offers services such as counselling and legal aid in case of atrocities against women. This committee works to create awareness regarding women's rights. Programs like woman safety awareness etc. are arranged under this cell. It functions to avoid and prohibit sexual harassment at workplace.

Anti-ragging Committee: It considers the complaints received from the students and conduct enquiry and submit report to the director. It takes necessary measures for prevention of ragging cases inside the campus. It monitors the functioning of vigilance squad. It maintains vigil and remains active at all times in the institute. For any ragging complaint in the campus, coordinator prepare enquiry report and submits it along with recommendations to the Anti-ragging Committee for further action under clause 9.1(a) of the UGC Regulations.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

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

Response: C. Any 3 of the above

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

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

Response:

CDGIMS has constituted various committees and cells for proper execution of day to day activities. The structure of institute involves the statutory bodies like Governing Council, College Development Committee (earlier known as LMC) and other functional committees. CDC acts as an intermediate body between director of the institute and Governing Council.

The institute with an aim to build research environment and open avenues for upcoming brand of management – healthcare management, has decided to conduct an international conference on Healthcare Management.

To conduct the International conference, conference committee was established for planning, implementing and conducting the conference related work. The committee constituted organizing secretary, co-organizing secretary and sub committees like journal publication committee.

The Conference committee conducted a preliminary meeting on 17/03/2017 with all staff members and director of the institute. During the meeting, members were asked to prepare a proposal for the conference. Also to prepare budget and define responsibilities of sub committees formed like research article, registration, hospitality, finance, reception etc. The proposal had to be submitted to SPPU under the notification of Quality Improvement Program. The approval was accepted by SPPU and sanctioned on 31/10/2017. It was discussed in the conference committee meeting held on 09/11/2017 that for accounting purpose separate bank account should be open. The proposal of separate account for International conference was forwarded to College Development Committee (CDC) meeting held on 19/01/2018 by director of the institute. The CDC gave approval for opening the bank account. The conference committee was asked to prepare all the necessary documents for account opening and it was passed to administrative department of the institute. Further action was taken and separate account was opened for conference at Bank of Maharashtra.

Action taken was informed to CDC meeting dated 24/05/2018. All transactions related to conference were done through this account, to maintain separate record.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

6.3.1 The institute has effective welfare measures for teaching & non-teaching staff.

The institute takes care of faculty and staff welfare by providing facilities for the well being of employees. The management of the institute understands the importance of successful implementation of staff and faculty welfare schemes and considers it as a moral responsibility. The institute provides following welfare measures to the staff.

1. Group insurance policy:

The institute has been provided facility of group insurance for the staff.

2. Flexible timings in special cases:

There is a provision of flexible office timings in certain cases with the proper approval of Director.

3. Salary documents are provided as and when required and as per prior intimation to administrative department for the process of loan.

4. Staff members and faculties can avail facility of medicinal products manufactured by AyurvedRasashala at discounted rates.

5. The institute conducts health check-up for the teaching and non-teaching staff.

6. The institute provides ICT infrastructure to all staff members.

7. The institute provides career advancement benefits for higher qualification such as Ph.D., NET, SET exams.

8. The institute always tries to encourage faculties to work in faculty exchange programs with other universities in the world.

9. The institute conducts training program for teaching and non-teaching staff on investment advice, stress management etc.

10. For well-being of staff institute conducts spiritual/mental assessment.

11. RSM's Nanal Hospital provides various Mediactal facilities to teaching and non-teaching CDGIMS staff.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 7.5

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	0	1	0

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

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

Response: 3.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	4	3	2

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

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

Response: 45.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	6	7	1	3

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

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

Response:

6.3.5 Institution has performance appraisal system for teaching and non-teaching staff.

The institute has implemented performance appraisal system for teaching and non-teaching staff. It is continuous process which involves monitoring the performance of the employees throughout the year.

The institute is committed to apprise those faculty members who demonstrate academic precision, research inclination, leadership skills and act as role model for students, staff, and colleagues. The institute has developed an efficient performance appraisal system for teaching and non-teaching staff. The faculty appraisal system is transparent and provides clear direction towards professional, organizational and personal objectives attainment. The purpose of performance appraisal is to provide an assessment of performance that allows recognition of a faculty member's strengths and achievements, and to identify potential areas for professional development.

The institute tries to keep appraisal system unbiased and transparent. The institute appraises faculty and staff members by financial and non-financial awards and incentives so that they excel in the performance and contribute to the institutional development. The institute gives adequate importance to empowerment and professional development of staff through training, shouldering responsibilities, guidance from eminent academicians and technocrats. Appraisal system initiates with defining job description of every employee in the institution. The institute has established specific individual performance objectives to ensure that their performance is aligned with the Institute's strategic and operational objectives. Academic director and executive director continually observe the performance of each employee throughout the year.

The performance appraisal is done in 3 steps. In first step each employee filled the self - appraisal form. In next step academic director assesses the individual performance based on his observation. It is based on self appraisal form and the overall achievement, work and behavior of the employee throughout the year. In last step the executive director and academic director jointly take decision regarding the comments based on progress of employee toward achievement of performance objectives which are notified by the management. Based on performance score his/her appraisal / increment is done.

The institute believes on employees' satisfaction. To motivate all employee CDGIMS tries to give their

employee non- monetary benefits also.

IQAC has decided to conduct self-appraisal for non-teaching staff as well. To achieve certain goals of institute in most effective manner IQAC has recommended to move in 360° performance appraisal system from the next academic year.

360-degree feedback is an appraisal that incorporates feedback from all who observe and are affected by the performance of the employee. 360-degree feedback will include direct feedback from an employee's subordinates, peers, and supervisors as well as self-evaluation. To make the system more appropriate co-curricular and extra-curricular activities are considered. Parameters for the appraisal are industry interactions, research project undertaken, student counselling / mentoring / grooming, publication of research papers / articles, organizational branding activities, activities related to placement / internship. Based on the updated performance appraisal system increments, promotions are made.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal audit:

Internal audit is based on checks and balances and it is carried out internally. Daily cash records should be maintained in the Cashbook to keep the control on Cash, before any expenses we follow the standard process like Budget Preparation etc.

The Director monitors the petty cash and deposit of cash collected in the Bank account. Bank reconciling statements are periodically reviewed by the Accounts Officer of the Society. Directorate of Technical Education, Government of Maharashtra audits the scholarships given to Economically Backward Class students based on the utilization certificate issued by the Institute. Grants received from University, under quality improvement program (conduct of Seminars/Conferences) or Equipment grants and remuneration for the conduct of examination received from the University are audited and submitted to the University for Further Process.

External Audit:

Name of external auditor: CA Kolhatkar

Frequency of audit: Annual

Scope of external audit:

1. Income and expenditure statement
2. Receipt and payment account
3. Balance sheet
4. Depreciation of fixed assets
5. Opening and closing balance of total fees collection, salaries, fees outstanding.
6. Professional tax, income tax, TDS and provident fund returns
7. Finalization of financial statements and auditor's report.

External audit report is presented in LMC and it gets approved by president of society, executive director, trustee members and all other committee members. Any queries related to external audit report are resolved there only.

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

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

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

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

Response:

A) Mobilization of funds:

ChetanDattajiGaikwad Institute of Management Studies is AICTE approved, DTE Government of Maharashtra approved and affiliated to Savitribai Phule Pune University.

Funds received through fees collected from students by cash / cheque / online transaction and also government scholarship. Funds / grants received under various schemes of SPPU from time to time.

The cash inflow and outflow is prepared by accounts department and confirmed by the director. The cash inflow from students fees, funds/grants received from university and scholarship / freeship received from government periodically is confirmed by accounts department. The cash outflow depends on student requirement, faculty requirements, infrastructural needs, library-books purchase, computer lab upgrades, human resource management, administrative expenditure etc.

Optimum utilization of funds is taken care to enhance development of students, faculties and infrastructure. The cash inflow and outflow is presented to the local management committee for consideration and final approval.

B) Optimal utilization of resources:

As a management institute, CDGIMS has identified the following resources: Men, Materials, Machines, Money, Methods, Measurement and Marketing.

a) Men: Human resource is the backbone of every Institute. Teaching staff is expertise in their own specialisation and engaged in teaching and other related educational activities from time to time. The faculties are called as guest lecturer in various Institutes and universities from other countries. Student faculty ratio is maintained. Non-teaching staff helps in various administrative to work like admissions process, document collection, examinations etc.

b) Materials: Library is the centre of organisation. books are main sources of knowledge. Library has more than 6000 books available w with various management journals students have access to all the books and journals. For selected students the institute runbook bank. To enhance reading of books 'book fair' has been arranged for students as well as for all. Books from various Publications were displayed.

c) Machines: Technology is an inevitable part of our everyday life. The institute always looks forward to using various technologies to aid learning of the students and staff. For this purpose well equipped computer lab and e- library are made available to students and staff for various activities like , summer projects, class assignments, research work, data management, learning different foreign languages, online examinations etc. Every classroom has been provided with a LCD projector.

d) Money: Funds has been utilised for various activities related to teacher's and student's development, infrastructural development etc.

e) Methods: New teaching methods like powerPoint presentations assignments educational tours, management learning activities, certification programs, guest lectures, personal skills and communication development skill ,conferences are arranged for students. Faculty development programs and training programs are arranged for teaching and non-teaching staff.

f) Moments: All faculties follow the time table as per schedule. Internal exams get conducted effectively in scheduled time. All teaching and non-teaching staff utilises time effectively with their assigned duties.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

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

Response:

IQAC has mainly focuses on basic 3 parameters which contribute to achieving goal of the institute. They are the pillars of institute. : Faculty, Students and Infrastructure.

Example 1: IQAC functioning for Faculties -

IQAC has contributed significantly for institutionalizing the quality assurance strategies and process. It focuses on building strong research environment at campus. In order to achieve this, following initiatives has been taken.

1. Faculty members are encouraged to enrol for PhD or any other research program.

2. Research and development cell encouraged faculties to work for research publications in international journals.
3. Faculty members are encouraged to use their expertise area for conducting lectures as a guest lecturer in other institutes as well as foreign universities.
4. Staff members are encouraged to attend national / international conferences, seminars, workshops to enhance their skills.
5. library assistance is provided to faculties as and when required.

As a result of rigorous gauging of IQAC to maintain and upgrade standards of the institute there is significant growth in delivering quality education by faculty.

Example 2: IQAC functioning for students –

IQAC consistently work on improving employability of students. By counselling and mentoring of students, gaps have been found out in employability of students' knowledge, skills, ability and attitude which are the four parameters of employability.

Knowledge : more focus is being given for the improvement of domain knowledge and aptitude for enhancement of employability.

Skills: for any professional course skill is an important criteria for the employability. To improve technical skills advanced excel workshops, basic computer knowledge training, SPSS training has been provided to students. For the improvement of interpersonal skills like, emotional intelligence, communication, leadership etc. institute arranges guest lectures, workshops, training programs for students.

Ability: to understand students physical and intellectual ability, career counselling sessions and skill matrix analysis has been organized by the institute. For improving physical ability of students, sports activities are also imparted. The institute improves intellectual ability of students by introducing quizzes, competition, newspaper reading etc.

Attitude: It is very important to create and maintain positive attitude among the students. Institute realized this need and initiated activities which will improve mental health of students. Yoga sessions, stress management activity builds confidence among the students.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

IQAC initialized review of teaching learning process through various methodology. The two examples of teaching learning process are as mentioned below.

1)feedback of teachers about teaching methodologies from peer team.

IQAC has taken initiative to implement innovative practices in teaching and learning methods. Use of teaching methods makes positive impact on student's learning process. In the professional education use of ICT is of utmost important. It helps faculties to innovate teaching techniques. Teaching staff always to be

updated with the current knowledge. For this purpose, IQAC recommended to take feedback of teachers while conducting lectures. One peer team was formed based on the specialization. That team reviews the teaching methods of other teacher during the lectures. Feedback form is prepared and peer team has reviewed it.

Timeliness: timeliness of faculty is checked to improve the time management and it helps in completing syllabus in prescribed time.

Use of ICT: how much effectively teachers use ICT during lectures is observed and suggestions if any are made.

Domain knowledge: it is very important for a teacher to update all the time domain knowledge of subject. Assessment of domain knowledge is done by the peer team.

Use of other methods: it includes use of other techniques like case studies, group discussions, field work etc. This is monitored and evaluated by the peer team.

Communication: A communication skill of faculties is checked to evaluate overall teaching process of employees. Peer review is taken and necessary improvements are recommended.

After evaluating all the points, a report is prepared by the team. It is communicated to the concerned person. The concerned person takes action on it wherever it is needed.

2) To evaluate learning process of students, IQAC has decided to make some reforms in internal exam evaluation. Internal exam marks is a part of the university exams. IQAC has initialized to implement some reforms for evaluating internal marks of the students. It helps in improving student's communication, Confidence, ability to express, and domain knowledge. Group of students are made and they are allotted topics for presentation. Students do so with the help of PowerPoint presentation. It helps in improving student's domain knowledge as well as use of ICT. All these presentations are evaluated by expert panel. Based on their remarks scores are assigned to individual student as well as group. It also helps for the personality development of students.

To make students ready for their online exams; multiple choice question method is implemented in internal exam evaluation techniques. Multiple choice question pattern is part of university online exam. To make betterment in student's domain knowledge IQAC imparted presentation technique and test on multiple choice question.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 5.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	7	5	3	6

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

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

Response:

- A. Policies and practices:
- 1) Human capital is as per the norms of AICTE.
 - 2) Incremental improvement in faculty student ratio with updated roaster has been done.
 - 3) Improved quality of human capital has been maintained through recruiting highly qualified staff and training programs for them.
 - 4) Efficient welfare schemes have been provided to staff

- 5) The institute has started entrepreneurship incubator centre as a intellectual policy decision for research.
 - 6) Training programs conducted under incubation centre.
 - 7) Institute conducted induction programme based on theme 'First generation entrepreneurship' for consistently two years.
- B. Curriculum enhancement:
- 1) The institute offers all specialization to students under SPPU.
 - 2) The institute has started Healthcare Management and Agro Business Management specializations under SPPU; which is uniqueness of the institute.
 - 3) For improvement in quality of students the institute organized skill enhancement certificate programs for students.
 - 4) The institute arranged certificate programs based on specialization of students.
- C. Faculty knowledge, skills, ability (KSA):
- 1) There is incremental improvement in faculties higher education like Ph.D.
 1. Faculties attended training programs, FDP's and conferences.
 2. There is improvement in quality and quantity of research papers of faculties.
- D. Institutional design and strategy:
- 1) The institute has robust organizational structure.
 - 2) Various committees have been constituted under IQAC for smooth functioning of different institutional activities.
 - 3) The institute has implemented innovative teaching practices.
 - 4) Institute practices critical concurrent evaluation of examination.
 - 5) For the awareness of healthcare management institute organizes workshops in under graduate colleges.
- E. Institutional leadership:
- 1) The institute organizes conference of healthcare management.
 - 2) Students explore overseas opportunities for summer internship projects.
 - 3) Institute arranges guest lectures under skill enhancement for employability of students.
 - 4) The institute has taken sincere efforts for improving ability and attitude of students'
 - 5) Faculties works as a guest lecturer with international collaborations.
 - 6) The institute has international collaborations for ABM and HCM specializations.
- F. Learner's profile:
- 1) The institute has established 'student council'
 - 2) The institute has collaborated with organizations for improvement in student's placement.
 - 3) There is improvement in student's profile
 - 4) The institute has established 'Alumni Association' for improving network with alumni.
 - 5) The institute encourages students to participate in various intra as well as inter college competitions.
 - 6) For field based training institute arranges industrial visits for students.
 - 7) For extra-curricular activities students are encouraged to participate in cultural events.
- G. Resources:
- 1) Human resources: the institute has maintained adequate human resources.
 - 2) There is improvement in quality and quantity of human resources.
 - 3) Infrastructure: institute provides ICT infrastructure. ERP is implemented for betterment of work.
 - 4) The institute provides library support to students for their enhancement.
 - 5) Library of the institute is adequate and updated. Language lab is established for students.
 - 6) ICT based teaching methods has been inculcated.
- H. Open system thinking:
- 1) The institute spreads awareness for environment protection, community bonding, through various events. It attempts to sensitize the students by arranging visits and awareness drives.

File Description	Document
Any additional information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	2	1

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

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

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

Response:

Gender sensitization presides over gender sensitivity which refers to the modification of behavior by raising awareness of gender equality concerns. Gender Sensitization is one basic requirement for the normal development of an individual.

When it was realized that more than 45% of the students admitted were girls, it was thought necessary to work on their safety, security and counseling giving rise to Gender Equity Programs. Institution shows gender sensitivity by providing facilities such as –

Safety and Security –

The Institute has appointed security staff near the main gate of the institute, near canteen & at entrance of Institute building, thus providing with 24 hours security. The Institute has also appointed a lady watchman near the Institute gate. The Institute has well-functioning CCTV installed in office, Library and at all floors. The Fire Safety device is fixed for the safety of the students. The first aid box is made available at all times. The stock of the first aid box is regularly checked & expired medicines are replaced by fresh ones.

The Institute has an Internal Complaints Committee with the Head, Academics as the chair person and other female and male staff members as the members of the Committee. The Institute has Grievance

Redressal Committee to resolve the grievances and ensure effective solution to any grievances of faculty and students. These committees work to ensure and develop inductive and safe environment to the staff and students.

Counseling –

The Institute has more than 50 % female faculty members which helps the female students to seek for any help or advice whenever needed on one – to – one basis. Apart from this the Institute has a well-developed Mentorship Program, which allows them to meet their mentor once in a week. The Mentorship Program also provides a platform to discuss any issue and get a proper and justified solution.

Female faculties or respective mentors counsels students on issues like how to handle failure, how to overcome home sickness and loneliness, how to deal with feeling of incompatibility, etc. This helps to build emotional safe learning environment for the students.

The Institute has various Committees in place like Internal Complaints Committee and Grievance Redresal Committee which provides with counseling whenever required.

Common Room –

As per AICTE norms the Institute has separate common rooms for female and male students with adequate area. Two rest rooms are also been provided on every alternate floors for male and female students to enable the safety and security of the students.

1. Security Contract
2. Security Muster
3. Lady security guard
4. CCTV Receipts
6. Committee Structure of the Institute

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 11399

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs	
Response: 0	
7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)	
7.1.4.2 Annual lighting power requirement (in KWH)	
File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

<p>7.1.5 Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Response:</p> <p>Waste Management policy :</p> <p>ChetanDattaji Gaikwad Institute of Management Studies has all the systems in place for Waste management as well. Institute follows the three 'R' model of waste management.I.e. Reduce, Reuse, And Recycle. The different kinds of waste generated is bifurcated under the following categories –</p> <p>1. Solid Waste –</p> <p>Waste from the administrative office, library or staff room like waste papers, old newspapers, old boxes, outdated brochure, office paper are sold to scrap dealer. Dustbins are located in the Institute at convenient locations. The staff room and office has two separate dust bins to divide the dry and wet solid waste. This separated waste is then collected by the municipal corporation garbage collecting van outside the Institute campus.</p> <p>The waste papers, old newspapers, old boxes, outdated brochure, office paper waste are given to the recycler. The damaged books are given for binding and are further brought to use again.</p> <p>2. Liquid Waste –</p> <p>Liquid wastes mainly consist of waste water from wash rooms. This waste water is transported through sewerage system through network of underground pipes.</p> <p>3. E- Waste Management –</p> <p>The e-waste generated in the Institute comprises of batteries, UPS, discarded input devices like mouse, key boards, wires & cables.. The e-waste is reused whenever possible by repairing and brought to use. The discarded e-waste is exchanged with vendors to get new products at discounts, which helps in saving money to a great extent and also provides with safe disposal process.</p>

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

7.1.6 Rain water harvesting structures and utilization in the campus

Rashtriya Shikshan Mandal's campus on Karve Road is having Rain Water Harvesting facility common for all the entities which is present on the centrally located campus, CDGIMS, Galaxy Hospital, Ayurved Rasashala, Nanal Hospital are located on the plot no 25, Karve road, Pune, the land which belongs to Rashtriya Shikshan Mandal. They are commonly utilizing the same facility.

The Institute building is equipped with rain water harvesting which helps in accumulating and storage of rain water for reuse in campus, rather than allowing it to run off. Rain water is collected from roofs and is redirected to a deep pit which helps in increasing the ground water level. This deep pit is the bore well, which is recharged with the help of the rain water.

The Institute also educates the students regarding rain water harvesting and other activities through different programmes like No Vehicle Day and Save Water Day etc.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

CDGIMS strives to develop green practices, which improve environmental quality, decrease waste and conserve natural resources and energy. The Green practices adopted to maintain environmental consciousness and sustainability. The Institute practices many sustainable business practices which are eco-friendly.

Green Practices

Students, staff using:

1. Bicycles
2. Public Transport
3. Pedestrian Friendly Roads

Students & staff of CDGIMS are encouraged to use bicycles and public transport wherever possible. It is also advised to walk shorter distances. 15% of the total teaching & non-teaching staff use public transport.

Maximum number of students travels by the public transport.

Plastic Free Campus

CDGIMS aims to focus on the reduction and ultimately the elimination of plastic bottles, plastic cups, plastic straws and utensils, etc. The Institute took a first step to fight with a problem is to educate students. CDGIMS conducts awareness campaign on plastic pollution, myths and common misconceptions about the same by displaying posters. The Institute is trying to expand the plastic free campus drive by promoting the use of alternatives of plastic. Separate bins for plastic waste are kept in various corners of the institute. Plastic collected from those bins is sent for recycling.

Paperless office

Paper makes up of maximum waste stream in any educational Institute. Chetan Dattaji Gaikwad Institute of Management Studies tries to reduce this waste by using as little paper as possible. The staff tries not to print every e-mail, notice and circular. The study material, question bank, assignments, multiple choice questions, important notices etc. are mailed to the students. Many faculty members have uploaded these documents on institute's websites which reduces the use of paper to a great extent. The Institute shares updates through various Whats App groups & through mail to students & staff. Day to day operations carried smoothly at CDGIMS with the help of Vriddhi ERP system.

Green landscaping with trees and Plants

The Institute has a sustainable landscape designed attractively and in balance with environment with minimal resource inputs. The landscape design is functional, cost-efficient, visually pleasing and environmental friendly. This landscape helps to maintain in preventing air, water and soil pollution. The landscape is well designed using trees and plants, which makes the campus lively and green. Following is the list of trees planted in the campus.

List of trees in the Campus:

Sr No	Tree Name (Local)	Botanical Name	Family	Numbers
1	Pimpal	Ficus religiosa	Moraceae	02
2	Kadulimb	Meliaceae	Meliaceae	01
3	Gulmohar	Delonix regia	Caesalpiniaceae	02
4	Jackfruit	Artocarpus heterophyllus	Moraceae	02
5	Arjun	Terminalia	Combretaceae	03
6	Karanj	Pongamia pinnata	Fabaceae	02
7	Chandan	Santalum album	Santalaceae	03
8	Palas	Butea monosperma	Fabaceae	02
9	Kashtadaru	Polyalthia longifolia	Annonaceae	03
10	Pangara	Erythrina variegata	Leguminosae	02
11	Audumbar	Ficus racemosa Linn	Moraceae	01
12	Mango	Mangifera indica	Anacardiaceae.	02
13	Jambhul	Syzygium cumini	Myrtaceae	01
14	Chinch	Tamarindus indica	Caesalpiniaceae	01
15	Badam	Prunus dulcis	Rosaceae.	01
16	Nilgiri	Eucalyptus globulus Labill	Myrtaceae	01
17	Raintree	Albizia saman	Fabaceae	01
18	Dikemali	Gardenia gummifera	Rubiaceae	Common 01
19	Ramphal	Annona reticulata	Annonaceae	01
20	Erand	Ricinus Communis	Euphorbiaceae	02
21	Behada	Terminalia Belerica	Combretaceae	01

22 Madhuparni CostusIgneus Costaceae 01

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0

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

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

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

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

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

Response: 8

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

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

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

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

Response: 8

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

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

File Description	Document
Report of the event	View Document

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: 7

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

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

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

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

Response:

Report:

Following are the National Festivals & Birth / Death Anniversaries of the Grate Indian Personalities celebrations conducted at CDGIMS:

1. Republic day: 26th January: On this day formal event of Flag Hoisting conducted at CDGIMS in association with Ayurved Rasashala to mark honor to the Indian constitution. Every year Flag Hoisting is done with the hands of one chief Guest, after that he/ she delivers a speech. The programme ends with distribution of snacks & sweet. All staff members & students of CDGIMS participate zestfully.
2. Independence Day: 15th August: Independence Day is also a day to celebrate freedom and independence .Formal Event of Flag Hoisting conducted at CDGIMS in association with Ayurved Rasashala to remember the soldiers who fought bravely for the country. This day is celebrated to honor and respect the great leaders who helped us attain freedom. The programme ends with distribution of snacks & sweet. All staff members & students of CDGIMS participate with great enthusiasm.
3. Gandhi Jayanti: 2nd October: Mahatma Gandhi took active part in the Indian freedom struggle. He carried out various freedom movements and challenged .Britishers at every step. 2nd October, his birthday is celebrated each year by CDGIMS to pay tribute to him. Mahatma Gandhi followed the path of truth and non-violence. His ideologies were not only an inspiration for the people of his own time but also for the young generation today. On the occasion of this CDGIMS organizes & promotes Swachha Bharat Abhiyan by conducting Cleaning activity in & nearby the campus area.
4. Dr. Babasaheb Ambedkar Jayanti: 14th April: Ambedkar Jayanti is celebrated to mark the birthday of Dr. Babasaheb Ambedkar, an Indian jurist, politician, philosopher, anthropologist, historian and economist who was also the principal architect of the Constitution of India. In an attempt to raise awareness about Dr. Ambedkar CDGIMS organizes a special event delivering speeches about Dr. Ambedkar. The students plan and contribute to this event in order to make it a huge success.
5. Savitribai Phule Jayanti: 3rd January: Each Year on 3rd January CDGIMS celebrates Savitribai Phule Jayanti. On this occasion student gave information about the life of Savitribai Phule and her great role in Indian history. Each year on this occasion the Director addresses & guides the students.
6. Teachers' Day: 5th September: Teachers Day is celebrated on September 5 every year to honor Dr. Sarvpalli Radhakrishnan. At CDGIMS, students put up performances for their teachers and give them gifts. Students arrange programs & fun activities for Teaching & nonteaching staff. All staff members & students participate in the activity with enthusiastically.
7. Vachan Prerana Din: Dr. A.P.J. Kalam Jayanti: 15th October: 'Vachan Prerana Divas' or Reading Inspiration Day is celebrated on 15th October to pay homage to our former President Dr. APJ Abdul Kalam who loved reading and writing. This day is observed so that students understand the importance of reading and are encouraged to develop it as a hobby.

File Description	Document
Any additional information	View Document

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

Response:

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

Chetan Dattaji Gaikwad Institute of Management Studies has faith in maintaining complete transparency in its financial, academic, administrative and auxiliary functions.

- **Administrative Functions:**

Local Management Committee (LMC) consists of members from the management, teaching staff and non-teaching staff who plans, deploys, controls and assesses different auxiliary functions. The participative decisions taken by the committee/body are communicated to all the stakeholders of the institute.

The Academic Monitoring Committee/IQAC takes review of academic activities from time to time and suggests changes. Efforts are taken to ensure the holistic development of the institute's students. Appropriate information regarding the institute is freely made available to the public through the institute's website. All circulars regarding students, teaching staff and nonteaching staff are circulated and displayed on the notice boards.

- **Academic Functions:**

CDGIMS maintains complete transparency in all the activities carried out from the students admission process to various events conducted in the Institute. Admission for the MBA program is done centrally by the Directorate of Technical Education (DTE), Maharashtra state. These admissions are based on the Common Entrance test (CET) conducted for the course and are done with complete transparency.

The reservation in the allotment of seats is maintained as per the reservation policy of the state. The remaining twenty percent seats are filled at institute level for which application are invited till a prescribed date and after scrutiny admissions are given as per merit in the CET examination.

- **Financial Functions:**

The fees charged are as per the norms laid down by the Shikshan Shulka Samiti. The Institute maintains complete transparency by uploading fees details on the Institute's website. The entire admission process sustains transparency in financial, administrative and auxiliary function.

Various activities like SWOT Analysis, mentoring program called Mentorship Program, sensitizing towards society, events covered under Institute Social Responsibility and Extension activity. All these events are of the students, for the students and conducted by the students. The complete transparency is maintained in overall planning, organizing and implementing. For successfully conducting these activities & events, students allocated with some funds for expenses.

Auxiliary Functions:

The Institute maintains complete academic and auxiliary transparency in the internal assessment plan which is a combined effort of formative and summative assessment. Internal assessment plan is also uploaded on institute website.

The Institute has constituted various committees which have management, senior faculty members, non-teaching staff and students as the members which encourage the transparent functioning of the Institute. The participative decisions making model is promoted in the committees which encourages transparency in financial, administrative, academic and auxiliary functions.

This kind of working highlights transparent functioning of the Institute.

7.2 Best Practices

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

Response:

7.2.1 Best Practices –

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

1. Title of the Practice – Entrepreneurship Development Cell

2. Objectives of the Practice–

1. To act as an institutional mechanism for providing various services including information to budding student entrepreneurs.
2. To make students understand entrepreneurial traits and entrepreneurial skills and challenges.
3. To provide them with a platform which gives them number of innovative opportunities to develop the entrepreneurial attitude.
4. To arrange interaction with entrepreneurs and create a mentorship scheme for student entrepreneurs.

Intended Outcome-

Through the ED cell it will be possible to guide and assist prospective entrepreneurs on various aspects such as preparing project reports, obtaining project approvals, loans and facilities from agencies of support system, information on technologies, etc. It will also help to channelize the knowledge and the energy of youth towards becoming active partners in the economic development process.

3. The Context-

With growing economy, India is also witnessing the growth of education sector. However, Indian industry is not so convinced about the job-readiness of the post graduates. There is an urgent need to come together to address and solve some of the real-world challenges.

To work toward to bridge the gap between Industry & students, CDGIMS established Entrepreneurship Development Cell. The main objective of this cell is to develop and strengthen entrepreneurial qualities in the students who are interested in starting their own business.

To CDGIMS had conducted Induction Programme 2015 on the theme 'First Generation Entrepreneurship'. To proceed further in detail, ED cell was formed by IQAC in July 2015

CDGIMS ED Cell is the platform to interact and link Industries and students, with a view to train the people within college throughout to produce entrepreneurs for this country.

Formation & Functions of ED Cell committee-

- a) Assist the incubates in creating a sustainable, scalable & profitable business model.
- b) Provide physical infrastructure and value-added support services.
- c) Create a strong network of mentors who would provide sector specific knowledge & real world practical guidance.
- d) Conduct events and inspirational programs.

Members on ED Cell committee-

Following is the structure of ED cell Committee at CDGIMS:

1. Committee Coordinator-1
2. Faculty Members-3
3. Industry Expert-2
4. Students Members-1

CDGIMS formed a strong team of members with adequate knowledge and experience in guiding start-ups, building business plans, facilitating investments, building networks etc. CDGIMS has started mentor mentee system to facilitate the process.

5. The Practice-

Entrepreneurship Development cell was formulated in CDGIMS on July 2015.

Under the ED cell CDGIMS started the Incubation center on April 2016. This Incubation center was started in association with Passion InfoTech Pvt. Ltd. Under this, efforts have been taken to motivate students about Design thinking for better entrepreneurship skills in case of Startups.

First meet up was arranged on Startup Ecosystem Overview by Mr. Prakash Sharma in May 2016. 12 potential entrepreneurs with faculty attended the session.

Mr. Prakash Sharma explained the whole idea behind this incubator and also introduced some of the entrepreneurs who had started their entrepreneurship activity from this kind of incubator.

Second meet up was arranged on Aug 2016 in association with PCOMBINATOR at CDGIMS. Overall 50 plus management students attended the start up ecosystem session.

The main objective of this Incubator is to promote emerging technological and knowledge based innovative ventures that seek the nurturing of ideas from students and professionals beyond the traditional activities of Micro, Small & Medium Enterprises (MSMEs). Such entrepreneurial ideas have to be fostered and developed in a supportive environment before they become attractive for venture capital. It suggests the need for Incubation Center which is required to promote and support untapped creativity of individual innovators and to assist them to become technology based entrepreneurs.

It also guide on various issues like commercial startup, Social Entrepreneurship startup and E- Startups. Students can access Passion InfoTech Pvt. Ltd website freely for currents startup information and available opportunities. Currently Artificial Intelligence in Healthcare Management is the new startup which has been undertaken. Mentor for this startup is in house faculty of CDGIMS.

The Entrepreneurship Development Cell also assists all the aspirants with mentoring, planning and execution of their start up idea into a real business. Every year at least one student has started their own enterprise with the help of ED Cell.

The institute has developed different MoU's with several companies like 3DMLYNKS LLP, KadKomp Systems Pvt. Ltd., Soham Dadarkar Academy, etc.

In the inception CDGIMS faced several issues in implementing ED cell practice in institute. After establishment of ED Cell, there was still a wide gap between students & Industry Experts. To bridge this gap, institute started mentor mentee system. Through this system students can take guidance on different areas and able to enhance their qualities and skills.

The Institute provides infrastructure and technical support as well as guidance of other first generation entrepreneurs to the students having innovative ideas to transform into new products and services for the betterment of the society.

6. Evidence of Success-

From the Year 2015, CDGIMS has started E D Cell in the institute for students. Many students attended the workshop taken by our institute Incubation partner i.e. Passion InfoTech Pvt. Ltd. But some students succeeded to turn their ideas into reality under the guidance of CDGIMS

Following are some of the success stories:

1. AmolJadhav (2015-17)

Amoljadhav launched Snake friend Application to Save Snakes & make snakes existence a worth. Snakes friends from all districts of Maharashtra are registered on this app. Through which people can call for help to rescue snakes. The application has 10 thousand downloads within a year from its launch.

<https://play.google.com/store/apps/details?id=com.greenworld.snakefriend>

2. Priti Bhatia (2015-17)

Preeti Bhatia did her MBA in Marketing. She has worked with startups from idea generation to growth stage. She is Founder & CEO at Roots YAEER's Roots supports in building job creators. Roots acts as an incubation center for startups in India.

<https://www.f6s.com/yaeersroots>

3. AkashBhaiyya(2015-17)

AkashBhaiyya completed his MBA in Marketing & he started his own business i.e. Shreekrishna Automotive in his home town Buldhana. He took dealership of Auto Ignition co. Ltd. which deals in Auto Electric Spare Parts.

4. Dr.TejaswiniBhaleBorse(2015-17)

DrTejaswiniBhale did her MBA with marketing as a specialization. She did her Summer Internship Project in Atreya Innovation for 3 months. Atreya Innovation launched its patent technology NadiTarangini. It's a small startup & DrTejaswini contributed in research work & report output of the product.

<https://www.naditarangini.com/>

5. AdeshKundkulwar (2016-18)

AdeshKundkulwar started his own accounting firm. His venture is 'Adesh Accounting Services' Pune. He

provide services like GST registration, ITR Filing, Auditing, ISO certification, Partnership Deed Registration & other accounting services.

6. Problems Encountered & Resources Required-

ED Cell had to face hurdles to make this activity a success. First of all it was very difficult to change the mind set of students from job Seeker to job creator. Many students were having a lack of confidence on their own capabilities and they were afraid of failure.

Students did not know how to raise funds to start their own venture. There were so many doubts in their minds about fund raising sources.

CDGISM's ED cell enlightened the thought process in student's mind to become entrepreneur. ED cell started the initiative in collaboration with Incubation center.

ED cell guided students in many aspects e.g. making of Business plan, analysis of market structure, requirement of legal documents, availability of funding from Government & from Angel investors, designing of marketing & sales strategy, Brand development & customer services, etc.

CDGIMS's ED cell directed students in having a solid business plan and the tools and finance to execute their goals. That was helpful for students to be on the path for launching their business.

7. Notes:

The ED cell in the upcoming year is organizing more interaction with successful entrepreneurs, organizing workshops and aiming at improving networking with entrepreneur alumni and taking up measure for set up business incubation center in the institute.

1. Title of the Practice:

HOLISTIC HEALTH EVALUATION OF MBA STUDENTS OF CHETAN DATTAJI GAIKWAD INSTITUTE OF MANAGEMENT STUDIES- A SURVEY STUDY.

2. Objectives of the Practice:

The study examined the psychological and physical health of MBA students at Chetan Dattaji Gaikwad Institute of Management Studies, Pune. Precisely, the focus was on obtaining information on the psychological parameters like Depression, Anxiety, Stress and physical health of the students. The information was gathered through questionnaire filled by the students.

Objectives of the study were:

- To study the psychological parameters like Depression, Anxiety, Stress of MBA Students
- To identify the reasons of fluctuations in behavioural pattern of the students
- To investigate the physical fitness of MBA Students
- To determine co-relation between mental health and performance
- To suggest measures for enhancing the mental and physical health of students

3. The Context:

Every generation of teens is shaped by the social, political, and economic events of the day. Today's teenagers are no different—and they're the first generation whose lives are saturated by mobile technology

and social media. Media is making teens lonelier, anxious, and depressed, and is undermining their social skills and even their sleep. Mental health problems are very common among college students. In addition to stress related to academic load, these students may have to face the task of taking on more adult-like responsibilities without having yet mastered the skills and cognitive maturity of adulthood. In order to understand the psychological and physical health of students studying Master in Business Administration mental and physical health check-up camp was arranged at CDGIMS.

4. The Practice:

Most mental health disorders have their peak onset during young adulthood. Kessler et al observed that by the age of 25 years, 75% of those who will have a mental health disorder have had their first onset. Anxiety disorders are the most prevalent psychiatric problems among college students, with approximately 11.9 % of college students suffering from an anxiety disorder. Another common mental health problem among college students is depression, with prevalence rates in college students of 7 to 9 %. 2 and 8 % of college students suffer from Attention Deficit Hyperactivity Disorder (ADHD). ADHD is associated with poor academic performance, social difficulties, and an increased risk for alcohol and drug use that further exacerbate difficulties in college. leads to physical as well as mental disorders. Today's age, the changing lifestyle, lack of health awareness, stress, pollution, addiction to social media, internet and unhealthy eating habits lead to health issues for which early checks are necessary before the problem gets compounded. Diabetes, blood pressure, high cholesterol levels can begin early in life which, if not detected and intervened in time, can have more serious repercussions later. Many ailments begin without fair warning signals, but if detected early, we can take up corrective actions. These actions can be dietary changes or simply an adjustment in lifestyle without the need for medical intervention.

At CDGIMS, we believe in holistic development of students. Students should not only be academically strong but also mentally and physically strong. The institute for this purpose tries to evaluate students by arranging various activities like SWOT analysis, Skill enhancement sessions, etc. The institute recently arranged blood donation camp where 75% students were rejected due lower haemoglobin percentage. Anaemic conditions leads to various mental and physical problems like decrease in concentration level, anxiety, anorexia, fatigue, tiredness, etc. Keeping this in view and the feedbacks received from parents regarding changes in behavioural patterns in these students, institute decided to conduct a holistic health check-up camp for MBA 1st and 2nd year students through survey method. Holistic health is based on the premise that optimal health is not based upon just the absence of disease, but upon the living balance of the "whole" person. The psychological evaluation of students was done through a standard questionnaire-DASS 42, which emphasizes on depression, anxiety and stress. Physical examination was done by specially designed health check-up form.

5. Evidence of Success:

The psychological and physical health survey was conducted for 140 students of MBA 1st and 2nd year students. Out of 140 students 86 students were male (61.43%) and 54 students were female (38.57%).

Physical health status: The physical health evaluation was done on following parameters-

- General examination: Blood Pressure (BP), Pulse, Respiration rate (RR), Height, Weight, Body Mass Index (BMI).
- Systemic examination: HEENT, Cardiovascular system (CVS), Central nervous system (CNS), Respiratory system (RS), Gastrointestinal system, Genitourinary system, Endocrine system.

The physical check-up revealed that 95.71% students were physical fit and had no physical abnormality, only 06 students (4.29%) had high blood pressure and were further recommended for complete detailed work up.

Psychological health status: The psychological evaluation was done mainly on three parameters- Depression, Anxiety and Stress. The survey was studied through widely used standard DASS 42

questionnaire. The results are as follows:

- Depression: 71.43% students had no depression, 9.3% had mild, 12.14% had moderate, 6.43% had severe and 0.007% had extremely severe depression respectively.
- Anxiety: 60% students were having no anxiety, 8.57% had mild, 17.86% showed moderate, 6.43% had severe and 7.14% had extremely severe anxiety respectively.
- Stress: 77.14% students were having no stress, 8.57% had mild, 10.71% showed moderate, 2.86% had severe and 0.007% had extremely severe stress respectively.

6. Problems Encountered and Resources Required:

Collected data was based on self-reporting. Under or over reporting of behaviour might have affected the results. Due to social stigma, many students might have hidden the real facts and their feelings. As data was collected in classrooms, we could not ask sensitive questions which could have helped us to gain deeper understanding about depression, anxiety and stress. As time was limited a more comprehensive survey and detailed interviews could not be done. Our study reveals moderate level of depression, anxiety and stress among students of the institute. The institute has therefore started in house counselling and support from parents as well as professional counsellors, for their overall development. The institute has inculcated Yoga and Meditation sessions in their regular timetable. For physical strength the institute has made arrangements of in house gymnasium, indoor games, treks and excursions in nearby vicinity of Pune city. Mentor- mentee program is also initiated to help individuals' growth.

7. Notes:

CDGIMS is a part of RashtriyaShikshan Mandal – Charitable Trust which is well known for its educational activities mainly in the field of Healthcare. Skill sets are not achieved only through donkey work but SMART work. Institute focus on overall development of the students as per the Vision & Mission of the institute.

From the results of survey to bring awareness of Health- Mental as well Physical, the institute has decided to celebrate various days through Guest lectures by experts from the industry e.g. Mental Health Day World Diabetes day, Kidney day, HIV-AIDS day, etc.

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

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

Response:

Healthcare Management:

Vision

CDGIMS is committed to offer excellent quality education in Management. 'Inculcating Good corporate citizenship through world class management value' is the vision behind starting of the institute.

Institute is working toward the notion that corporations should look beyond just their own communities and also focus on the global community. Institute's parent body Rashtriya Shikshan Mandal is working in the field of Ayurveda & Health Care especially for poor people in the society since 1923.

Considering the highest educational standards & need for marketing expertise in Ayurved, MBA in Ayurved Pharmacy was adopted in 2006. The institute successfully conducted three batches of MBA in Ayurved Pharmacy. Striving towards vision & mission, MBA course of Savitribai Phule Pune University was initiated in 2009.

After continued efforts, SPPU permitted the institute to start the Healthcare Management as specialization in MBA from AY 2016-17.

Current Scenario in Healthcare:

The healthcare industry is divided into several areas in order to meet the health needs of individuals and the population at large. The industry is increasingly offering future professionals diverse and numerous employment prospects. From nursing professionals to management executives, this industry presents rewarding positions that offer job satisfaction, security, and advancement opportunities. With a healthcare management degree, professionals are able to enjoy these benefits at all levels of management in a number of different healthcare organizations and settings.

MBA in Healthcare Management is becoming a popular healthcare track for future leaders who want to enter a growing industry that is worth an estimated \$2.26 trillion dollars. The biggest challenge to make these figures come to reality is to create a skilled workforce which is equipped to deal with the issues pertaining to the healthcare industry. Besides doctors, nurses and other paramedical staff, the industry also requires qualified health care management professionals. All over the world, the healthcare industry would continue to thrive and grow as long as man exists hence forming an enormous part of any country's economy.

Strategic Plan:

The focus is shifting away from ideas to execution, as ideas are in abundance but execution is what really matters. Even if Healthcare Management is radically transforming with innovative technological thrusts, it is skilled manpower which will lead execution. Healthcare informatics, clinical research, medical tourism, pharmaceutical quality controls, wellness management and many more are not only buzzwords, but each individual domain area which needs exploration.

Promotion

CDGIMS conducted awareness workshops in around 20 undergraduate Colleges in Pune & in nearby area of 200 km periphery. These workshops were conducted to educate the UG students about Healthcare Management, to acquaint them with the increasing demand in Health Care Industry and opportunities available at Domestic & global Level. These workshops were primarily conducted for the students with background of Life sciences.

Execution

The institute commenced Healthcare Management as a specialization for MBA from A Y 2016-17 under the guidance of Dr. Atul Kapdi. CDGIMS's Academic Director, Dr. Atul Kapdi has served healthcare industry for more than 30 years. His expertise as International course coordinator & Visiting Faculty for Clinical Trial Management course in Clinical Research Department of Hannover University of Applied Science and Arts, Germany helped us to understand global and national trends in healthcare.

In the A Y 2016-18 1 student & in A Y 2017-19, 7 students were enrolled under specialization of HealthCare Management. In this current AY 2018-20, more than 10 students chose CDGIMS only to pursue career in Healthcare Management. Among them 4 students have already been selected for International Summer Internship projects which will be provided by different organizations from Germany.

All earlier students of Healthcare Management were placed in reputed companies in Healthcare sector for summer internships along with decent stipends.

Guest Lectures:

Institute conducted Guest lectures specifically for Healthcare students to enhance educational experience. These guest speakers were from industry, who offered a new perspective to specific topics and exposed students to real-life experiences. Guest lectures were conducted on the topics like International Regulatory Affairs, Ethics Committee and Neuroscience in Marketing Research.

International Conference: ANVESHANAM

CDGIMS conducted its first International conference 'Anveshanam 2018' – Exploring New Era of Healthcare Management on 8th & 9th Feb 2018. This conference was organized in association with BCUD, Savitribai Phule Pune University (under Quality Improvement Programme).

Research papers were called on healthcare and selected papers were published in high impact factor UGC listed journal.

Pre- Conference Workshop:

CDGIMS in association with RIHSM had organized One Day Workshop on skill enhancement for Life Sciences Student on 7th Feb, 2018.

Upcoming National Conference:

CDGIMS is organizing National Conference 'Anveshanam-2.0' Recent Developments in Healthcare Management on 30th & 31st Jan 2019.

Institute is inviting papers on topic of Healthcare & its associated areas. Institute is arranging Essay & Poster competition also for students.

Outcome:

? From A Y 2016-17 to current academic year, number of students is increasing who wish to pursue Post graduation in Health Care Management at CDGIMS.

? From other states also students are admitted specifically to pursue Healthcare management.

? Few Students from current Academic year have been selected for International Summer Internship Programme at Hannover University, Germany along with Hanover Medical School.

? Faculties from Hannover University, Germany will be visiting CDGIMS in the month of January 2019.

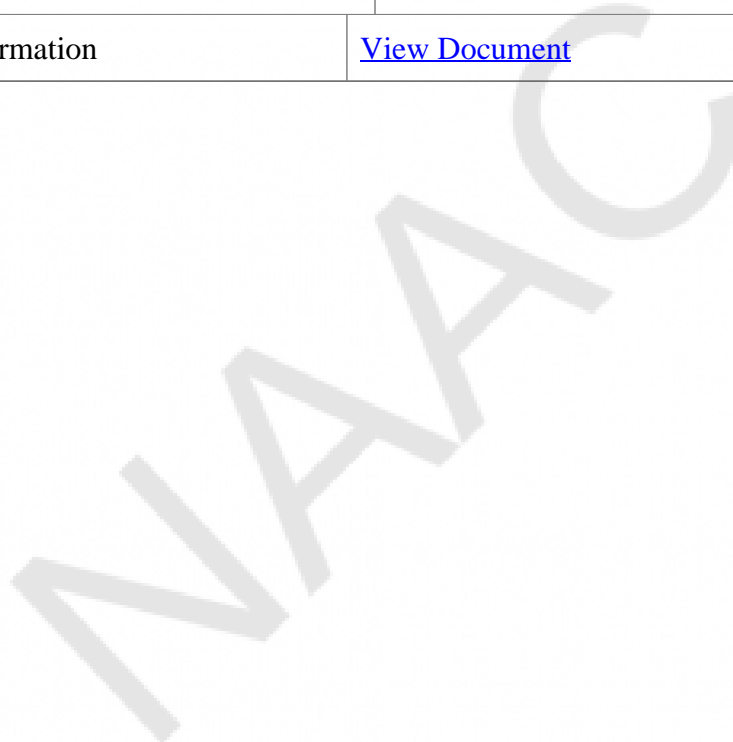
? Faculty and students from Nuremberg University pursuing Healthcare Management will be on our campus from 12th February till 19th February 2019 under students & faculty exchange program of BAY-IND. They are keen to understand teaching learning methodology also.

? Dr. Atul Kapdi, from CDGIMS is associated with CANDIPHI as Senior Medical Advisory Consultant. CandiPhi health platform has the singular objective of being able to monitor a person's health in real-time.

It can be done with the help of remote monitoring and use of machine learning techniques to analyze a person's real-time and historical health data to predict that person's risk of contracting a particular disease, for e.g. cancer, diabetes or Alzheimer's.

SUMMARY: With innovative and sustainable strategies, the institute has distinguished itself in healthcare management education. The journey to become leader and achieve highest standards in the chosen domain area is difficult but achievable one.

File Description	Document
Link for Additional Information	View Document



5. CONCLUSION

Additional Information :

Rashtriya Shikshan Mandal (RSM) is a public Charitable trust established in 1924 as a part of freedom movement by devoting visionary workers in the field of Education.

In 2004 RSM started a new Institute especially for the propagation of Management Education for the students of Ayurveda and hence started Chetan Dattaji Gaikwad Institute of Management Studies (CDGIMS) in the year 2009.

CDGIMS is affiliated to Savitribai Phule Pune University, approved by AICTE and recognised by Government of Maharashtra.

As of now RSM has the following Institutes and activities under its umbrella:

- Chetan Dattaji Gaikwad Institute of Management Studies (Started in 2009)
- Research Institute of Health Sciences and Management (Started in 1999)
- Centre for postgraduate studies and Research (started in 1990)
- Hospital (started in 1965)
- Ayurveda Magazine (started in 1937)
- Ayurved Rasashala (started in 1934)
- Tilak Ayurved Mahavidyalaya (started in 1993)
- Seth Tarachand Ramnath Hospital (started in 1926)

Concluding Remarks :

RSM's Chetan Dattaji Gaikwad Institute of Management of Studies offers full time MBA Program which is based on CBCS (Choice Based Credit System). The Institute ensures effective curriculum delivery through well planned process.

The Institute provides state of the art infrastructure, a techno-savvy learning environment and highly enthusiastic and qualified teaching faculty to help students realize their dreams and aspirations.

The Institute uses innovative, interactive and ICT enabled teaching learning process to make education meaningful and interesting.

The Activities and Collaborations conducted ensures our students keep abreast with the latest trends and happenings in their respective fields of specialization.

With NAAC Accreditation, CDGIMS aspires for expanding horizons into advanced learnings to cope up with the new age business areas, provide additional certificate and diploma programs and collaborate with foreign universities/institutes of eminence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 10 Answer after DVV Verification: 12</p>																				
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 10 Answer after DVV Verification: 0</p> <p>Remark : Document not provided by HEI</p>																				
2.4.2	<p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>0</td> <td>3</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	5	2	1	1	0	2017-18	2016-17	2015-16	2014-15	2013-14	5	0	3	2	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	2	1	1	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	0	3	2	1																	
3.2.2	<p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>11</td> <td>5</td> <td>2</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	12	11	5	2	6	2017-18	2016-17	2015-16	2014-15	2013-14	2	1	1	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
12	11	5	2	6																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	1	1	0	0																	

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	6	3	4	2

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5.5	5.5	7.5	5.5	19

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7.5	7.5	7.5	7.5	18

Remark : As per Budget allocation for infrastructure augmentation duly signed by CA.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2.1	1.23	1.18	1.32	2.54

Answer After DVV Verification :

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

2.01	1.24	1.19	1.32	2.55
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Remark : As per audited statement duly signed by CA.

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year
 Answer before DVV Verification : 60
 Answer after DVV Verification: 16

Remark : As per average of teachers and students using library on 12/09/2017, 16/11/2017 and 22/02/2018 in provided logbook.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5.84	5.92	3.5	4.09	3.21

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5.85	5.93	3.50	3	3.45

Remark : As per provided audited statement duly signed by CA.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
98	94	45	0	46

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
98	53	30	0	46

Remark : As per provided list of students

<p>5.2.1</p>	<p>Average percentage of placement of outgoing students during the last five years</p> <p>5.2.1.1. Number of outgoing students placed year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 309 1046 443"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>57</td> <td>25</td> <td>31</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 521 1046 656"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per Placement certificate of students provided by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	43	57	25	31	19	2017-18	2016-17	2015-16	2014-15	2013-14	0	1	0	1	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
43	57	25	31	19																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	1	0	1	0																	
<p>5.3.1</p>	<p>Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1055 1046 1189"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</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 1267 1046 1402"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : No awards/medals for outstanding performance in sports/cultural activities at national/international level.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	1	0	0	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	0	0	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
<p>5.3.3</p>	<p>Average number of sports and cultural activities/ competitions organised at the institution level per year</p> <p>5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1798 1046 1933"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>4</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2011 1046 2083"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	6	6	4	2	0	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
6	6	4	2	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

8	5	2	0	0
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5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	0	1	0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	2	2	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	2	1

7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 347 1046 483"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 562 1046 698"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2	2	2	2	1	2017-18	2016-17	2015-16	2014-15	2013-14	2	2	2	2	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	2	2	2	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	2	2	2	0																	
7.1.17	<p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years</p> <p>7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1093 1046 1229"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>5</td> <td>5</td> <td>3</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1444"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>1</td> <td>1</td> <td>2</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	5	5	5	3	5	2017-18	2016-17	2015-16	2014-15	2013-14	1	2	1	1	2
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	5	5	3	5																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	2	1	1	2																	

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1720 986 1834"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>8</td> <td>8</td> <td>8</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1912 986 2027"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>8</td> <td>8</td> <td>8</td> <td>9</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	10	8	8	8	9	2017-18	2016-17	2015-16	2014-15	2013-14	12	8	8	8	9
2017-18	2016-17	2015-16	2014-15	2013-14																	
10	8	8	8	9																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
12	8	8	8	9																	

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
58.96	53.10	37.77	37.66	35.85

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
55.72	34.89	34.00	30.82	62.55

NAAC