



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

FOSTER DEVELOPMENT SCHOOL OF MANAGEMENT

**PLOT NO. N-S-1, 14 ESECTOR, CIDCO, SHIVAJI NAGAR, GARKHEDA PARISAR
431005**

www.fosterdevelopment.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Fosters' Development Educational Trust was founded in 1988 by group of Eminent Educationist, Social workers, Politicians and Faculties from the field. The Foster Development School of Management aims to prepare globally competitive Management professionals with strong moral, personal and social values and whose training and management skills are grounded on appropriate and advanced concepts and principles.

Foster Development School of Management at a Glance!

The best brand can be defined as the one which creates value. At FDSM we believe in creating value through continuous efforts to build up future managers. The efforts started in 2010 when our President Mr. Dwarkbahu Pathrikar and Secretary Mr. Bhausahab Rajale created an educational brand FDSM Institute of Management Studies.

The purpose of the brand was to create, develop and provide business managers to provide solutions to complex business situations (**Entrepreneurial Development Cell**). To develop leadership qualities and an ability to work in a team, by encouraging the students to participate in various activities.

With the 360 degree development happening, the placements also gathered momentum. We have been a consistent performer in the area of placements despite the challenges. We could rise in the area of placements due to the vision of our executive president which is to make our students employable in the industry through Excellence in Education.

As the global business scenario gets increasingly complex and dynamic, Foster Development School of Management prepares students to manage and lead in such dynamic business situations by providing a diverse and challenging environment where they can learn, grow and finally walk out, ready to lead and inspire...

Vision

To create a center of academic excellence in the field of Management with the purpose of fulfilling the industry requirements through holistic development of the future performers, who are also good human beings, and possess the right knowledge, skill sets & attitude towards their work and life.

Mission

Our two- pronged strategy emphasizes:

Top class education at every level and

A commitment to corporate engagement

To inculcate the ethical, social and moral values in all our stakeholders, this is base of human social order.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- FDMS is a self-financed and does not take any grant neither the government nor does it take any donations from public. Institutes main source of income is the fees, which it receives from the students.
- The Institute is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Government of Maharashtra & approved by AICTE, HRD Ministry, New Delhi.
- Our Institute is one of the Institute in the State of Maharashtra to have voluntarily relinquished the Management Quota seats. All students are admitted purely on basis of merit.
- State of IT Infrastructure & Well Equipped Library.
- Focus on Research & Development.
- Initiative to narrow the Industry-academia gap
- Industry oriented teaching programs

Institutional Weakness

- Lack of accreditation and autonomy.
- Limited scope for Campus expansion so unable to have an in house Hostel facility.
- No control on quality of students getting admitted.
- No flexibility in terms of curriculum designing and development.

Institutional Opportunity

- Many opportunities for interdisciplinary research with sister institutes.
- Exploiting local industrial area for job opportunities as DMIC.
- Centre for Incubation and Consultancy can perform better.
- Alumni and placement has to be strengthen.

Institutional Challenge

- Limited time available for running curriculum and all activities in a semester.
- University affiliation does not allow flexibility in curriculum.
- Attracting quality students.
- Increasing Passing ratio of student in University Curriculum.
- Lack of counselling student have certain assumption of poor in English , Personality Development.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curricular aspects of FDSM are revised and upgraded, keeping in view the ever-changing global higher education scenario. Since the courses are affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad there is limited academic flexibility. Introduction of Choice-Based Credit System

(CBCS) in MBA from academic year 2015.

The Feedback from the Students, Alumni, Faculty members and Employers is taken on the Teaching Methodology, Library, Canteen, Summer Internship Projects etc. It is analyzed and remedial measures initiated to improve the system.

Being an affiliated institute, the curriculum provided by Dr. BAMU Aurangabad is followed.

- Guest Lectures are offered in the form of Interactive sessions with industry experts and workshops.
- Students are encouraged to participate in intercollegiate competitions and co-scholastic competitions like; quiz, product launch, debates, marketing competitions, etc.
- FDSM host a variety of workshops and guest lectures.
- Institute is sensitive about its responsibilities towards the society and organize awareness programmes.
- The students are placed in Summer Internship Projects and get an exposure of Industry. This helps them in final placement.

Teaching-learning and Evaluation

FDSM believes in industry-academic interactive approach to learning and experience in the higher realms of education. A student at FDSM undergoes an array of activities that enable him understand its culture and academic expectations. All faculty members ensure that they match the expectations of the new generation. Various activities are planned and adopted in the teaching style for the students,

- Orientation programs for the students are conducted to enlighten culture, vision, mission, compliances and mandates at campus
- Internal Examination are conducted by the Examination Department to evaluate the performance of the students.
- Faculty members follow the systematic processes towards teaching-learning and focus on attainment of Course Outcomes.
- Classroom teaching is blended with GDs, power point presentations using LCD projectors, real time examples, case studies, audio/visual systems, application orientated teaching and industrial visits.
- The aim of the teaching is to equip the students with right knowledge and make them employable.
- Institute encourages e-learning through excel sessions and virtual lectures.
- The Management gives OD leave to the candidature of the faculty members for national Conference & industrial visits.
- Faculty members get registered for Ph.D. Programmes.
- Mentor-Mentee system is there to support students personally. These reports are forwarded to the Career Management Cell for placement purpose.
- Though differently-abled students are not enrolled but provision for facilities like wheel chairs, lifts, washrooms are available.

Research, Innovations and Extension

Foster Development School of Management has always aimed to provide the best platform to the students to enhancement of their knowledge, as per the industry requirements. This criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, consultancy and extension.

- The institute deals with the facilities provided and efforts made by the institution to promote a 'research culture'. The institution has the responsibility to enable faculty to undertake research projects useful to the society.
- Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this criterion.
- The institute have a teachers who is recognized as research guides
- It also motivates the faculty members to continuously write research papers, which are published and presented in high valued journals.
- Institute has a very innovative culture of departing knowledge to not only its student but also faculty members through FDPs, Seminars and Conferences.
- The institute continuously thrive to sensitize students towards problems in societies. This ensures that the students are not just academically developed but have an overall development and become a responsible citizen.
- We also have collaborations and corporate connect to enhance student capabilities to make them industry ready.

Infrastructure and Learning Resources

The institute facilitates all the necessary infrastructural facilities which are over and above the norms of the regulating body. The Institute infrastructure has created a very good ambience for teaching-learning process.

- Classrooms, seminar halls and conference rooms are provided with necessary ICT support. Computing infrastructure is the key requirement for any technical institute. The Institute has provided excellent computing facilities.
- A separate IT Person is employed to design, establish and maintain the IT infrastructure in the campus.
- All the computers are connected with LAN network.
- The library is fully equipped with all the necessary requirements.
- The facilities of the Library include: periodical display, spacious reading hall, round the clock library facility during examination time.
- Institute motivates the students to participate in extracurricular and co-curricular activities. Institute has facilitated Cricket ground and adequate sports equipment to conduct various sports/games events.
- Annual sports event and cultural event are conducted every year.

Student Support and Progression

The Institute provides and extends support in overall development of the students from the Induction till the placement. Students are exposed to in-depth subject knowledge and other multilevel tasks through association activities, seminars and workshops organized by the department.

- Remedial coaching for academically weak students are conducted prior and post Final examination.
- Placement and Career Guidance Cell with a team of experts has been functioning since the inception of the Institute.
- Students are trained by experts in acquisition of aptitude skills, communicative skills, interview techniques and resume writing to enable them to take part in on-campus and off-campus drives and to clear competitive examinations.
- All the students are encouraged, motivated, personally and academically through counselling in the mentoring session.
- Illustrious and prominent alumni are invited to deliver special lectures, providing students with an opportunity to gain Industrial Experience through Corporate Interface.

Governance, Leadership and Management

The organogram of FDSM clearly defines the Governance of the institute and has the hierarchy for Governance clearly defined. While the Chairman with his vision and dynamism spear heads the Management, he is supported by the Director, IQAC, Administrator, and various key personnel. The Management of the institute always insists on innovative teaching and quality procedures. Most of the administration of the college is digitized and MIS is shared with the Management. Governance and leadership is enhanced through

- Staff are encouraged and mentored to be groomed to the next level of leadership
- Policies and procedures for the college are very clearly defined in the FDSM Manual.
- Various staff and student welfare schemes are practiced.
- Professional development training programs are arranged for the teaching, non-teaching and supporting staff. They include knowledge in the respective subjects relating to the academics and computer training programs.
- Good governance practices are followed by practicing transparency and collaboration between all departments and through feedbacks.
- The IQAC bought in many initiatives pertaining to trainings, research, campus development, ICT adoption in teaching, workshops, guest lectures and live projects.
- IQAC organized internal Faculty Development Programmes, student programs and value added events for the overall development of the students.
- Teaching and Non-teaching staff of FDSM are asked to introspect and encouraged to broaden their horizons.

Institutional Values and Best Practices

This institute has always aimed to provide the best infrastructure facilities to ensure expansive development of its students. There is continuous effort to exceed the compliance requirements and provide world class facilities ensuring faster adoption of industrial culture by our students. Best practices from the industry have been embedded into the system for students.

- FDSM through its library and many other digital learning platforms (NPTEL, Delnet etc.) not only meets the requirement of regulatory and affiliating body but also fulfills needs of the faculty and students for their active research.
- The infrastructural facilities and the learning resources available at the institute make the institute as one of the leading institutes in the city to provide quality education.

- The advantageous location of FDSM helps with access to the learned resources from the industry to bridge the Academia-Industry gap.
- The institute has taken several initiatives to make the campus eco-friendly through Rain Water Harvesting, E-waste and Hazardous waste management
- In addition to this, the institute realizes its responsibility as an active contributor to the society. Institute has taken efforts to contribute to the national program of 'Swach Bharat Abhiyaan' and 'Going Green'.
- It also believes in 'Giving back to the society' through community service.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	FOSTER DEVELOPMENT SCHOOL OF MANAGEMENT
Address	Plot No. N-S-1, 14 Esector, CIDCO, Shivaji Nagar, Garkheda Parisar
City	Aurangabad
State	Maharashtra
Pin	431005
Website	www.fosterdevelopment.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Amit B Rajale	0240-2405009	9623419567	-	fostermba.development1@gmail.com
Associate Professor	Santosh Thombare	0240-2358072	9423390726	-	thombare_ss@yahoo.com

Status of the Institution	
Institution Status	Self Financing and 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	01-01-2010

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Marathwada 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	

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Plot No. N-S-1, 14 Esector, CIDCO, Shivaji Nagar, Garkheda Parisar	Urban	0.5	1145.51

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, Management Science	24	Graduation	English	60	55

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				1				5			
Recruited	0	0	0	0	1	0	0	1	3	1	0	4
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	1	1	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	4	1	0	5
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				6
Recruited	3	1	0	4
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
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	2	1	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	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	31	5	0	0	36
	Female	16	4	0	0	20
	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	9	9	11	10	
	Female	4	1	3	4	
	Others	0	0	0	0	
ST	Male	17	3	3	2	
	Female	7	0	0	0	
	Others	0	0	0	0	
OBC	Male	4	13	10	6	
	Female	2	2	1	1	
	Others	0	0	0	0	
General	Male	54	53	24	26	
	Female	22	11	7	13	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		119	92	59	62	

3. Extended Profile

3.1 Program

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

Response: 22

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

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

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
114	92	59	62	75

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	18	13	16	23

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
15	22	16	15	17

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	6	6	6

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	6	6	6

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 4

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

2018-19	2017-18	2016-17	2015-16	2014-15
5.0	42.62	29.17	18.43	72.05

Number of computers

Response: 0

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:

Response:

Being an affiliated Institute to Dr.BAMU Aurangabad, the Institute follows the curriculum designed by the university. Structured and systematic planning and implementation of the curriculum is the main task of the Institute. The Institute focuses on enhancing the employability of the students by offering best of the faculties, infrastructure and self development activities. The Institute is always trying to improve the quality of curriculum planning and implementation by benchmarking, competency building and offering best of the resources.

Unique Features in Curriculum Planning and Implementation

- Structured and systematic planning and implementation of curriculum.
- Excellent support system of faculty members for planning and implementation of curriculum.
- Activity based and participative teaching process.
- Unique system for awarding internal marks as a means to holistic development of students.
- Consistent efforts for enhancement of employability of students.
- Continuous monitoring and review of curriculum implementation.
- All time enrichment of curriculum by conducting Institutional activities and offering infrastructural support.
- Critical analysis of feedback of stakeholders and timely changes in curriculum planning and implementation.
- Regular interaction with industry through placement

STPES TOWARDS TEACHING LEARNING PROCESS

- Annual Academic Calendar
- Session Plans
- Weekly Meetings
- Periodical Evaluation
- Events
- Academic and Administrative Audits
- A robust feedback mechanism
- Training Programme

Value addition in the university curriculum by incorporating small capsules like business Communication, general awareness, aptitude, etiquette, tutorials, Entrepreneurship thoughts, certifications and guest lectures at Institute level for personality development and making the student more suited to the industrial and societal expectations.

Regular monitoring of student's progress in various aspects as academics, co-curricular and extracurricular activities, sports, attendance, overall involvement and behavior in each semester in a well designed Student's Progress Card.

Inclusive feedback system from all the stakeholders for consistent improvement in curriculum planning and implementation.

Student centric approach in curriculum planning and implementation.

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

Response: 0

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

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

File Description

Document

Details of the certificate/Diploma programs

[View Document](#)

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

Response: 0

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

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

File Description	Document
Details of participation of teachers in various bodies	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: 0

1.2.1.1 How many new courses are introduced within the last five years

File Description	Document
Details of the new courses introduced	View Document

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

Response: 100

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

Response: 1

File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 0

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

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

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	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:

Curriculum Enrichment Institute has experienced teachers. Guest lectures are arranged on various topics of the curriculum and beyond curriculum so that students get development and not only the curriculum. Students are given projects, group surveys etc. to implement practically those things which are given in curriculum. Students are taking rigorous training in industry on the topic decided by them and their teacher guide and the report is submitted to the university. **Industrial visits** are arranged to give experience of practical side of the concepts in theory. The teachers are preparing lesson plans of every point of curriculum given by the university. The lesson plan includes case studies, seminars, tutorials, assignments, management games, and practical examples etc. which enrich the curriculum so that students get updated with daily changes. Case studies are based on the practical problems taken from the latest books. Assignments are given to students based on the curriculum for the practice. The debates, conference, group discussions are conducted on the current issues of market. Wi-Fi internet facility is available in the campus so that the students get direct access to information world any time in the campus. The students are taught the importance of environment through a paper 'Environment management' in I Semester. Business Communication' is also taught as a compulsory paper so that the students are well versed with written and verbal communication and looks professional.

The Institute clearly mentions that ragging is totally banned and anyone found guilty of ragging and/or abetting ragging is liable to be punished. Regulations are given to each candidate in printed form at the time of admission. The Women's cell of the College takes care of rights of ladies, both for students and staff. We celebrate **8th March as International Women's Day**. We organized **self-defense program** for MBA students as well as school students in respect of CSR. Rules of anti-ragging were displayed on notice board. Every year the Institute constitutes a committee known as internal compliance committee nominated and headed by the head of the Institution, and consisting of representative of students belonging to the fresher as well as senior students, non-teaching staff and has advisory mix of membership in term of level as well as gender. We also celebrate **tree plantation**, water harvesting program is council to the nearby campus and rural area.

File Description	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: 0

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

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

1.3.3 Percentage of students undertaking field projects / internships	
Response: 14.04	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 16	
File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

<p>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</p> <p>A. Any 4 of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: E. None of the above</p>
<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: E. Feedback not collected</p>

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: 1.18

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	0	0	0

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 76.67

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

2018-19	2017-18	2016-17	2015-16	2014-15
55	60	33	32	50

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

2018-19	2017-18	2016-17	2015-16	2014-15
60	60	60	60	60

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

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

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	18	13	16	23

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:

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

Assessment of the students

- *Basically, Students of Management are well known about the general aptitude and managerial skills as it's a part of their entrance examination of the course. With consideration of various background of the students, different level of understanding the students are distinguished by each faculty members as a mentorship.*
- *Moreover, every faculty during the teaching hours can identify the slow learners & advance learner through interacting with them. Also they are understanding there are of interest in subject.*
- *As per that we guided students and motivate them for developing themselves toward their ultimate aim of doing MBA.*
- *We have the Assignments for every subject for all semester's students. It can help them to study as per the curriculum & examination point of view.*
- *Also we have mini-project, In-plant Report & Major Project. The topic is finalized as per the area of interest of students and scope of future study.*
- *Apart from teaching the subjects we insist to discuss the case study, seminars & class presentations.*
- *We are having Term Examinations before university Examinations so that we can observe the weak part of students and develop them as per the level of requirement of students.*

- We are have been engaged Fast Track lectures for Technical subjects like Statistics, Accounts, Optimization Techniques & Financial Managements, etc before the Final Examination. In which we take fast review of the subject along with the important problems.

Special programs for slow learners

- We provide Special English Communication Programs for weaker or slow learners students. Also we are having various managerial events, cultural games which can build stage courageous & attitude toward the course.
- Every student is having their mentor from faculty member. The objective of mentor is to observe the students problems & help them to resolve it.
- As per the requirement we provide extra classes for the students.

Special programs for advance learners

- Generally we provide theme research topic as per there area of interest to well understanding the subject and develop their skills in the field of specialization subjects.
- Discussed with the case study and their tolls of various situational analysis of business management.
- We insist them to adopt any foreign language for their competitiveness.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 19

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
List of students(differently abled)	View 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:

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

Teaching–learning methods adopted by the faculty members include Lecture Method, Interactive Method, Project-based Learning, Computer-assisted Learning, Experiential Learning etc. The Teaching – learning activities are made effective through illustration and special lectures. To acquire first-hand knowledge on the subjects and current practices students are engaged in filed study. Lessons are taught through Power point presentations to make learning interesting besides oral presenting methods.

Lecture method:

This conventional method is commonly adopted by all the teachers, especially language teachers. This method facilitates the teacher to interpret, explain and revise the content of a text only for better understanding of the subject by the learners.

Interactive method:

The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, news analysis, educational games, discussion and questions and answers on current affairs.

Case Study Analysis and Discussion:

The case method is a participatory, discussion based way of learning where students gain skills in critical thinking, communication, and group dynamics. Foster Development School of Management uses case studies in diverse fields of Management Marketing, Finance, General Management and Economics.

Group Learning Method:

Group Learning allows the slow learners to develop problem solving, interpersonal, presentational and communication skills to confirm quality in learning with Peer Group. Under group learning, heterogeneous group of students comprising Fast, Average and Slow learners are divided into groups of 6 to 12 members. Group Discussion, Management Games, Group Projects or Assignments are conducted by the MBA department under group learning method.

Project – based learning:

Certain courses related to Computer Studies, Commerce and Bioscience demand project based Learning. The teachers are the guides to the students in the process of preparation of projects. All the MBA students have project work in their final semester.

Experiential learning:

The faculty members foster learning environment by engaging in rich experiential content of teaching through experience, Teaching through demonstration, visual aids, Periodical industrial visits, Organizing exhibitions, Presenting papers, Analyzing case studies and Participating and conducting quiz on theory topics.

Student Seminars:

The Student seminars are organized where in the papers are presented by students on contemporary topics to enrich their learning experience.

Summer Internship Project:

Summer Internships are considered as an important career stepping stone at FDSM Institute of Management. The first year students of MBA are divided into groups and are given with a project to be completed during their summer vacation. The final presentation and viva-voce is conducted at the end of the third semester and the best projects are awarded. Summer internships teach valuable on-the-job skills and provide excellent networking opportunities to the students.

Ref:- SNMV Institute.

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: 6

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

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

Response: 38

2.3.3.1 Number of mentors

Response: 3

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The world is moving towards competition. People struggle to learn, and to work hard to create a new learning environment. The purpose of education is not only teaching the text book and make the students understand but also adds innovative thinking creative environment and self-sufficiency.

Methods of Innovative Teaching:

1. Love What You Do.
2. Audio & Video Tools.
3. Brainstorm.
4. Classes outside the Classroom.
5. Role Play.
6. Welcome New Ideas.
7. Puzzles and Games.
8. Refer Books on Creativity.
9. Introduce Lessons like a Story.

Methods of Innovative Learning:

1. Crossover Learning.
2. Learning through Argumentation.
3. Incidental Learning.
4. Learning by Doing Science.
5. Embodied Learning.

Ref: D. Kalyani*, K. Rajasekaran.

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: 10

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: 33.33**

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	2	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

2.4.3 Teaching experience per full time teacher in number of years**Response: 7**

2.4.3.1 Total experience of full-time teachers

Response: 42

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

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

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
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
Any additional information	View Document

2.5 Evaluation Process and Reforms

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

Response:

2.5.1.

Assessment gives us essential information about what our students are learning and about the extent to which we are meeting our teaching goals.

We did internal evaluation of student performance through several factors mentioned below

1 Internal Examinations.

2 Student Presentations.

3 Group discussion.

4 Seminars.

5 Presentation on any topic.

6 Article Preparation.

etc.

Evaluations from Students

Questionnaires are most commonly used for summative student evaluations of teaching. The questionnaires can be machine-scored and fall into two categories: those developed locally by campus teaching and learning centers by consulting the literature or adapting forms used elsewhere, and those developed by other institutions or organizations and made available for a fee.

Questionnaires vary somewhat in the characteristics of teachers and courses covered, as well as in the quality and usefulness of the scores generated for the instructor. Typically, student evaluation instruments have attempted to identify strengths and weaknesses of instructors in the following areas:

- organization or planning;
- teacher-student interactions;
- clarity and communication skills;
- workload assigned and perceived difficulty of a course;
- quality and fairness of grading, assignments, and examinations;
- students' ratings of their own learning and progress; and
- Students' ratings of their level of effort, attendance, and participation in the course, completion of assignments, and motivation.

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:

The schedules of internal assessments are communicated to students and faculty in the beginning of the semester through institute academic calendar.

Schedule for end semester examinations will be communicated during the semester as and when schedule is released by the University.

The internal assessment evaluation process is communicated to students by the respective faculty and also during orientation programme for first year students.

Students are given general instructions regarding the evaluation methods of University answer scripts. The periodic instructions issued by the university are promptly communicated to the students. Such instructions are read in the classrooms and the copy of the same is displayed on the student's notice board.

The tutors are entrusted with the duty of providing awareness among the students regarding this.

Further any changes in the evaluation process will be communicated to students and faculty through circulars.

Syllabus for internal assessment will be communicated to students well in advance.

Question papers are set based on Course outcomes and are approved by heads of the department. Scheme and Solution are prepared by the faculty on completion of the assessment.

Evaluation of assignment books is based on scheme and solution by the faculty.

The assignment books are given to students after the completion of evaluation for verification of the marks. Theory subjects are assessed through:

Two-Three internal tests

University external test

Assignments

Seminars Practical subjects are assessed through

Two internal tests

University external lab exam

Mini projects

Transparency initiatives at institute level:

- Basic eligibility for evaluation process is made known to students through university website, notice boards and class counseling.
- Institute notifies evaluation process and related documentation on the notice board as well as on institute website. This includes distribution of marks and schedule of internal evaluation and university evaluation.
- Institute also notifies the criteria for allocation of term work marks through notices and class counseling.

- Continuous assessment report for all the courses is displayed in respective laboratories every month.
- Staff meetings are conducted periodically to review the evaluation process.
- Display all unit tests marks within a week after end of unit tests.
- Display term work marks at the end of each semester for student's information
- Solving grievances of students if any.
- Two internal examiners are appointed for each subjects to evaluate final internal marks.
- At the end of each semester, The Principal verifies the internal marks for all the students.

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:

As per the Dr.Babasaheb Ambedkar Marathwada University, Aurangabad & University Act 2016, All Examination related grievances is transparent, time bound and efficient. we follow the same.

Objective toward student grievance:-

Render necessary assistance for redressal of grievances of the students in the faculty;

Look into the grievances and general welfare of the students;

Mechanism and procedure for redressal of grievances of the students;

Mechanism for prevention of sexual harassment of teachers, employees, Students of university and affiliated colleges and redressal of grievances relating to Sexual harassment, incidences and penalty for those who indulge in sexual harassment, in accordance with the provisions of the Sexual Harassment of Women at Work place (Prevention, Prohibition and Redressal) Act, 2013;

1.Students' Development Cell,-

To assist students on the issues and difficulties in various facets related to their day to day life and other aspects connected with their academic world, personality development and healthy campus life. Such cell in the university shall be headed by Director, Students' Development. The Cell shall consist of other seven members nominated by Vice-Chancellor from amongst the Teachers on the Campus and President and Secretary of the Students Council to be the ex-officio members. There shall be Students' Development Cell

in each college and recognized Institution which shall be headed by Vice-Principal or Senior Teacher Nominated by the Principal and other four members shall be nominated by the Principal to include Teachers, Female Teacher, Social Worker, Counselor and office bearers of College Students Council to be the ex-officio members.

1. Students Grievance Redressal Cell,-

There shall be Students Grievance Redressal Cell at the University and each college and recognized institutions to resolve the Grievances of Students and to suggest to the higher authorities different ways and means to minimize and prevent such grievances. The functional mechanism of working of Students Grievance Redressal Cell shall be as prescribed by Statutes, prepared in accordance with the provisions of the University Grants Commission (Grievance Redressal) Regulations, 2012, or any other regulations for the time being in force.

File Description	Document
Any additional information	View Document

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

Response:

An academic calendar is published by the Institute which includes plans for Curricular and Co-curricular Activities, Examination, Annual Conference, Departmental Events, National and International visits based on the available working/teaching days as per university norms. Approval for the same is taken by the Head of the Departments, Controller Examination and Director. The academic calendar is given to all faculty members before commencement of the semester. Based on the academic calendar, a tentative teaching session plan is prepared. Academic calendar of the Institute includes schedule of curricular transaction, assessment, technical events, class tests, submission, list of holidays and extra-curricular activities. Students are informed about time table and academic calendar well in advance.

Session Plan: The session plan/teaching methodology according to the syllabus is prepared by each faculty member before start of the semester. The lesson plan comprises of topic, learning aid and methodology, faculty approach and course outcomes. The lesson plan generally highlights the content and total lectures for completion of the curriculum. Monitoring of implementation of lesson plan is done by IQAC and HODs are informed in the lesson plans are not up to date. corrective actions are suggested accordingly.

Time Table:

Time table of regular lectures for the semester is prepared as well as displayed on the notice board, cabins and in the staff rooms. There is Internal Quality Assurance Committee monitoring day to day conduction of the lectures based on the time table. They conduct online surveys and feedback to find out the quality of teaching.

Industrial Visits:

The industrial visits are also scheduled as per the academic calender and its ensured that there is no clash between the Examination,Events,Seminars,Workshops and Industrial Visits.Attendance is marked for the industrial visits and students are asked to write the testimonials after the visit and present a report to the management.

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:

The MBA, Programme Structure is conceived in such a way that learners would gain knowledge of Business Analytics, Artificial Intelligence and Business handling tools extensively and at the same time acquire a wide range of managerial capabilities while specializing in main stream areas like Human Resource Management, Marketing Management and Financial Management. The Programme is conceived as a full scale Business Master's Programme combined with Master's level exposure to Business Sciences. It is this combination which makes this Programme unique. The Programme has been meticulously designed to equip students with knowledge and skills in business sciences such as Project Planning, Research Methodology as well as the use of analytical tools - SPSS, Data Mining and Social Media Analytics.

MBA Programme, increase the Communicate effectively in a variety of formats. It Identify the key issues facing a business or business subdivision. It also help to Utilize qualitative and quantitative methods to investigate and solve critical business problems.

We can able to solve business problems & Evaluate and integrate ethical considerations when making business decisions.

File Description	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:

The MBA program should be able to demonstrate that they possess business-specific content outcomes and business-related professional skills outcomes.

MBA program will be able to:

1. Communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines
2. Analyze ethical implications of business practices using advanced levels of ethical reasoning
3. Perform strategic analysis effectively
4. Apply quantitative methods to business problem solving
5. Assess global opportunities and challenges for business growth
6. Collaborate effectively as a business leader
7. In-depth Knowledge for specific MBA concentrations:
 - Entrepreneurial Leadership and Strategy- Demonstrate knowledge, skills and techniques to lead entrepreneurial and strategic ventures
 - Healthcare Management- Demonstrate knowledge, skills and techniques to manage healthcare operations effectively and efficiently
 - Project Management- Demonstrate knowledge, skills and techniques to execute projects effectively and efficiently
 - Supply Chain Management- Demonstrate knowledge, skills and techniques to manage supply chain operations effectively and efficiently
 - Sustainability- Demonstrate knowledge, skills and techniques to lead sustainable businesses and organizations

Programme Specific Outcomes:-

Specifically, after completing this qualification you will be able to:

- *understand theories and concepts applicable in managing organisational performance, resource allocation, management of people and leading organisations*
- *manage complex situations in business and other organisations based on knowledge of both the external and internal context of organisations; generating social and economic benefits*
- *develop long term vision, goals and direction for organisations and develop strategies to deliver the goals, including through appropriate financial resource allocation*
- *critically collect and use valuable information and evaluate in the context of their application across different environments and settings;*
- *conduct professional inquiries in problem identification, and use and manage knowledge and evidence critically to solve problems and develop actionable solutions*
- *understand the ethical implications of management practice and respond to ethical issues as a socially responsible professional*
- *engage and manage in digital and entrepreneurial work environments*
- *communicate effectively using a wide range of media*
- *provide effective and ethical leadership that transcends functional perspectives*
- *reflect critically on learning from workplace practice*

Course Outcomes:-

On successfully completing the program the student will be able to :

1. Demonstrate the knowledge of management science to solve complex corporate problems using limited resources
2. Research literature and identify and analyze management research problems.
3. Identify business opportunities, design and implement innovations in work space.
4. Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to management practice.
5. Apply ethical principles and make ethical choices .
6. Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
7. Communicate effectively with all stakeholders of his role as a manager.

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 32

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

Response: 16

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

Response: 50

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.39

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

List of project and grant details

[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: 1

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

Response: 0

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

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

Response: 6

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:

Innovation in Teaching:

Brainstorming – Students are being given a problem to solve or are asked to come up with a unique idea through brainstorming. This converts them into a team player.

Reverse Mentoring – Professors in FDSM encourage students to display their talent and come up with innovative ways to teach or speak on the same topic.

Mind Mapping – Students are given a blank page and asked to fill with their ideas, color it and pour whatever they feel, like or observe about a particular thing or topic.

Visualization [showing] – Students are shown video films to connect more with great inspirational videos of eminent personalities and challenging situations.

Case Studies – National and International case studies are always a great tool for our students. They are given different situation of companies and asked for their inputs and their way of dealing with the situation of the company.

Global News Update – Students need to be aware about things happening in India and around the globe. We make sure every lecture is dedicated to newspaper reading.

Library Reading Sessions - Students review articles, book, International and National Journals and access online Journals. Creative Management games Mock Stock [we do Virtual Stock Trading] Ad-Mad

Mentor Mentee: We conduct a mentor mentee session where the students interact with allocated faculty members for their overall growth and development.

Skill Development Sessions:

MS-Excel.

Tally Accounting Training

Soft Skills

Innovation in Industry Interface:

Entrepreneurship cell

FDSM Entrepreneurship Cell launched to boost students with business ideas and future guidance.

Experiential Learning – Students are given good amount of research work, live projects, case studies, industrial visit, corporate visit to get hands-on experience of things.

Outdoor Training – We train our students through activities, games, tasks etc. through physical activities which helps in team building, strategy making, personality development, crisis management etc.

Video Recording and Mock interviews – Very important aspect for any student especially fresher who is

about to go to the corporate arena. We give them interview giving sessions.

File Description	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: 0

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

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

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

3.3 Research Publications and Awards

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

Response: No

File Description	Document
Institutional data in prescribed format	View Document

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

Response: No

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

Response: 3

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 03

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 01

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

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

Response: 0

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

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

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

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

Response: 0.17

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

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

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:

Foster Development School of Management underlines on belief that welfare of an individual is ultimately dependent on welfare of the society on the whole. The FDSM volunteers strive for the well-being of the society which promotes the improvement in the community service along with leadership qualities with good moral and ethical values for holistic development.

Tree Plantation Drive at campus

Dental Check Up Program for Primary School students.

Old Age Home

The staff and students of FDSM started community service for old age home and distributed fruits to the sr citizens at Matoshri Old Age Home Aurangabad.

Swachh Bharat Mission Digitization.

As India is moving towards digitization our students participated to spread “Swachh Bharat Abhiyaan” by digitization through mobile app that helped public to spot out and clean their area by Mobile app.

CELEBRATION OF NATIONAL FESTIVALS (Independence Day and Republic Day) :

On this auspicious occasion, the entire faculty celebrates the all national festivals like independence day , Republic day, Maharashtra day, Marathwada Mukti Sangram Din, (17 Sept.) with great pride.

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

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

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

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

Response: 8

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	0	1	1

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

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

Response: 0

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

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

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: 0

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

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

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

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

Response: 6

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	1	1

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:

Response:

The Institute follows the norms provided by AICTE and University for creating and enhancing the infrastructure that facilitate effective teaching and learning in proportion to the student strength in different streams. The Institute focuses on developing good and modern infrastructure like classrooms, laboratories, library with reading rooms, internet facility, parking facility, and canteen.

Creative healthy environment:

The Institute strives to create or enhance the infrastructure in view of a healthy, comfortable and technology based environment required for effective teaching and learning. The institution constantly and continuously expands and upgrades the required infrastructure facilities, in view of the changes of the University syllabus.

Infrastructure:

The Institute has planned and constructed the infrastructure which facilitates the curricular and cocurricular activities. All the departments are fully equipped with the necessary infrastructure to meet the ever increasing requirements with adequate class rooms, seminar halls, tutorial rooms, laboratories and sufficient space for hosting all academic activities.

Effective Policy:

The Foster Development School of Management affiliated to Dr.Babasaheb Marathwada University, Aurangabad has an effective policy in order to create and enhance the infrastructure that facilitates effective teaching and learning. This policy consists of ensuring maximum and optimum utilization of the space and infrastructure so that the end user gets the best out of the available.

Classrooms:

All the classrooms are having all the teaching aids available in the classrooms. Provisions are also available for the Power Point Presentation and other aids. The total area of all the 4 classrooms is 396 sq. meters.

Computer Lab:

Institute has 1 seminar hall with all facilities. The total area is 198 sq. meters. Computer Centre with updated software is available. The total area of Computer Centre is 151 sq. meters. The library has ample amount of books with reference and text books.

Library

The well-furnished library is located on the ground floor of the building and is spread over 101SqMt.,with a seating capacity for 30 students. The library has a privilege of using 10.0 Mbps Internet leased line. There is a WIFI facility available in the Library for the exclusive use of students and teachers. E-learning facility is provided which covers a wide set of applications and processes, including computer based learning and virtual labs learning through NPTEL .

File Description	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:**

Curricular and cocurricular activities - classroom technology enable learning spaces seminar halls tutorial spaces computer lab equipment for teaching learning and research etc. Extra curricular activities sports outdoor and indoor games auditorium public speaking communicationskills developments yoga for health and Hygiene etc.

Each year we undertake the yoga activity for fresh student and for that a yoga trainer is invited to college and training is given to student and faculty and a proper feedback is taken of student by the mentors.

A blood checking camp is taken each year so that the student get acquainted with their blood group and awareness program are given by the Doctor.

File Description	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: 25****4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 1

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

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

Response: 39.84

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	21	4	15

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

4.2 Library as a Learning Resource

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

Response:

Name of the LMS software: - LMS Library Management Software

Nature of automation (fully or partially):- Partially

Version: -

Year of automation: - 2016

LMS Library Management library software is a product of Global Information Technologies. It is an comprehensive library software that keeps the records of all the books & helps keeping the details of the transactions.

Management System consists of following modules:

Master Entry

Book Type, Classification (No, Sub Classification), Entry, Author, Publisher, Vendor, Student Registration.

Cataloging

We can do the entries of the books like Title, publication details, price etc. in this module.

Process

Issue, Return, Renewal, Lost book entry.

Library has an advisory committee known as library committee. Following is the

Composition of the Library advisory committee:

Sr.No.	Name	Designation	Status
1	Dr.Amit B Rajale	Director	Chairman
2	Mrs.KaminiJahagirdar	Librarian	Member
3	Dr.Manjusha Kulkarni	Faculty Member	Member
4	Mr.MadhavBodke	Student	Member
5	Mrs.MayaLondhe	Student	Member

Two meetings are arranged in a year. The library Committee approves.

- * All the proposed rules and major decisions regarding the functioning of the library.
- *Matters relating to the development and implementation of the library strategic plan.
- * Proposed changes to the library use policy and procedures.
- * Recommend solutions to library problems relating to faculty and student needs and usage.
- * The committee keeps an effective control as well as facilitates a smooth and optimal utilization of the Library.
- * The committee recommends the procurement of new books / journals / periodicals / e-journals and CDson the requisition by the faculty / students.

For the last four years recommendations given by the committee are

- i. Upgrade the library software (offline to online) for Library Automation.

- ii. Computers are upgraded in the library as E-Library.
- iii. Printer, Additional Required PC for Circulation work, provided.
- iv. Online Database of Pass out students Project Report is made available.
- v. Book-Rack, Periodical Display Rack, Book-Cupboard Required Furniture is provided to the Library
- ix. Allowed to barrow two books per student on library card.

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:

Latest Catalogues, brochures, pamphlets, from various publishers are distributed to the faculty members to enable them to make choices and requisitions. The library requisition form with a proper format is given to staff for recommending the books. Accumulating these requisitions and based on the recommendations of the Library committee, the order for the purchase of Books/ Journals and other materials is placed with a suitable vendor before the commencement of every semester.

The new arrivals of books and journals are kept for display for creating awareness among the users.

Details of books and journals are purchased

Library	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Text Books & Reference Books	658				1766	
Journals	1					5
/Periodical						
E-Resources						

Total						
File Description		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: E. None 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: 0

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

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

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Any additional information	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: 12.5	
4.2.6.1 Average number of teachers and students using library per day over last one year	
Response: 15	
File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi
<p>Response:</p> <p>Number of computers with Configuration (provide actual number with exact configuration of each available system)</p> <p>We are having LAN and WI-FI facility to student and faculty.</p> <p>* We are having licensed software of Microsoft Windows XP, Professional Version 2002, Service Pack-2,and Registered to 125.</p>

Sr.no	Description	Remarks
1	Number of computers	63
2	Configuration	Duel core/RAM1 GB/150

File Description	Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 3.08

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: <5 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: No

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

4.4 Maintenance of Campus Infrastructure

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

Response: 12.54

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	4	0.2	4

File Description

Document

Details about assigned budget and expenditure on physical facilities and academic facilities

[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:

Equipment and machine maintenance

Some of the critical maintenance work is outsourced as per the outsourcing process defined in ISO manual. However regular monitoring and control is the responsibility of maintenance section. During the maintenance if anything is required to be purchased shall be raised through requisition slip. i. Records of equipment's are maintained in stock registers as specified in Purchase Process ii. Equipment's / appliances are serviced periodically or as and when required iii. Equipment's like measuring devices are

checked /calibrated during servicing iv. Servicing is done either by inhouse personnel or by external party or through annual maintenance contract (AMC) v. Record of servicing is maintained. vi. Equipment's that are not in working condition and are not repairable are removed from the stock

General maintenance: i. Maintenance of A.C. plant - outsourced on AMC ii. Cleanliness & daily maintenance of the interior facility (classrooms, laboratories, hallway, and staircase) - Class IV employees of the Institute under the supervision of the Admin Office and surprise check is done by Executive Compliance Officer. iii. Cleanliness of toilet blocks and wash room - in-house employees' iv. Fire extinguisher is outsourced since refilling of the cylinder is done once in a year. v. Maintenance of CCTV -

in-house employee in coordination with technical person of computer center vi. ICT infrastructure - computer centre personnel. vii. Cleaning work is done by floor peon.

Other maintenance related issues are attended by carpenter and electrician of the institute subject to the complaint put in complaint register. viii. Water tank cleaning is done quarterly and the AMC is maintenance is done by the in-house employee

Library: Serve all students and faculty of the institute. Maintain a program of service which locates information, guides reading, organizes and interprets material for students and faculty of various streams, and stimulates thinking and intellectual development in individuals of any age.

Sports complex

The facility is open on all days and during the hours as established by the sports complex excluding hours for scheduled maintenance and repairs. The complex reserves the right to close the facility to hold promotional events and tournaments.

Common room: The common room will be open daily in term-time 9am - 4.45pm Keep the common room tidy at all times. Report all faults or problems to the admin department Users of the common room are considered to accept the terms of use willingly and be responsible for his or her actions. Do not be late for your scheduled classes. normal disciplinary procedures will apply for lateness The common room will be closed if the room is misused or left untidy on a regular basis.

- There is a Maintenance Cell which looks after overall developmental and maintenance work.
- The Cell has a team of skilled and semiskilled personnel working. This team looks after the daily maintenance of civil works such as furniture repairs, plaster works, painting carpentry, plumbing and house-keeping work.
- There is a separate team electric works, which looks after overall electrical work within the campus.
- Repairing as per the requirements for Water purifier, generator and library OPAC software of campus.
- Replacement of Bulbs, tube lights, wiring, switches, door knobs, taps, and furniture is done immediately. The director looks after the maintenance of routine nature.

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: 19.85

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	31	19	0	25

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

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

Response: 0

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

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

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: 26.36

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

2018-19	2017-18	2016-17	2015-16	2014-15
30	27	7	20	24

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

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

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

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

File Description**Document**

Details of the students benefitted by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** No**File Description****Document**

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 0

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

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

File Description**Document**

Details of student placement during the last five years

[View Document](#)

Any additional information

[View Document](#)

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 0

5.2.2.1 Number of outgoing students progressing to higher education

File Description	Document
Details of student progression to higher education	View Document
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:** 0

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

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

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

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

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
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
Any additional information	View Document

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

Response:

As per the Rules and regulations Under provision of section 40(2)(b) of the Maharashtra Universities act, 1994 and guidelines were provided by Dr. Babasaheb Ambedkar Marathwada University Aurangabad, College has formed the Student Council. The students' Council is representative body of the entire student community of the Foster Development School of Management. Student Council is the interface between the students and the administration and work together to identify and address concerns that affects the students directly and indirectly.

File Description	Document
Any additional information	View Document

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

Response: 0

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

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

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

5.4 Alumni Engagement

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

Response:

The Alumni Association is not formed but they are invited in institute events & discussed about the placement and project study concerned frequently.

we are having the provision for the formulation of alumni association for our institute very soon. in which several rules and regulations have been discussed with the management.

Further Functions of Alumni Association are taken consideration:-

- Participate faithfully and consistently in Alumni Council meetings and functions, regional alumni chapter events and other University functions;
- Participate actively in strategic and long range program planning to promote alumni awareness, engagement and commitment to the University;
- Enthusiastically communicate the mission and purpose of the University and Alumni Association to the wider alumni population;
- Support a strong relationship between the Alumni Association and current students;
- Serve actively on at least one Alumni Council committee;
- Remain constantly informed about the University and the Alumni Association's mission, services, priorities and programs;
- Develop strong working relationships with other Alumni Council members;
- Promote the University within one's sphere of influence, whenever the opportunity arises;
- Support the Alumni Association through payment of alumni dues and encourage fellow alumni to do the same;
- Support the University through an annual gift commensurate with your personal circumstances and encourage other alumni to do the same.

File Description	Document
Any additional information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 0

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

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

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

The Institution is governed by The chairman, Management body and Different Government relevant bodies Like AICTE/DTE/UGC. Admission is done through DTE rules and regulation by different Government CET . The Director as the head of the Institute is responsible for academic administration, management, and improvement of assets and financial resources of the institution. The fee is prescribed by the Shikshanshulkh samiti and institute cannot take more than that from student.

The Director follows the rules prescribed by the chairman and relevant Government Bodies while implementing day to day functioning of college .Weekly meeting of faculty is taken where attendance is concentrated and relating issues are discussed.

In monthly Meeting different planning of exam and social programs are discussed.

Daily accounting is done and tally is done weekly at the main office, each year the financial audited statement is prepared by reputed Chartered Accountant.

The placement activities are effectively engaged by TPO and proper feedback mechanism is prepared and reported to Director and then to Chairman.

The exam result is evaluated and prepared by proper analyzing and counseling is done by Mentors to get a desired result.

Mission:

Our three- pronged strategy emphasizes:

Top class education at every level and

A commitment to corporate engagement

To inculcate the ethical, social and moral values in all our stakeholders which is the basis of humane social order

FDSM believe in creating value through continuous efforts to build up future managers.

The purpose of the brand was to create, develop and provide business managers to provide solutions to complex business situations.(Entrepreneurial Development cell) To develop leadership qualities and an ability to work in a team, by encouraging the students to participate in various activities.

We have been a consistent performer in the area of placements despite the challenges. We could rise in the

area of placements due to the vision of our Institute which is to make our students employable in the industry through Excellence in Education.

FDSM Highlights:

- a) Well defined vision and mission statements that support a well formulated action plan.
 - b) Definite organizational structure and perspective planning for effective human resource development.
 - c) Decentralization of responsibilities by forming various committees for smooth and effective administration..
 - d) Continuous individual Mentoring for all Four Semesters
- Effective audit mechanism by internal and external auditors.
- e) Good governance, responsible administration with accountability, responsive staff, least bureaucracy and commitment to welfare and growth of all stakeholders.
 - f) Consistent and Good Placement record
 - g) Daily Global Business News Updates
 - h) Students development by organizing Industry interface events
 - i) Successful passing record in University papers
 - j) Student centric functioning of the Institute and activities.
 - k) World Class Infrastructure

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:

The Institute follows decentralized way of functioning and management. The Institute is headed by the Director followed by the departmental heads, Library, Internal Quality Assurance Cell(IQAC) and Examination ensuring fair governance.

Director of the institution is responsible for academic, non-academic and administrative activities of the institution. On behalf of the institution, he interacts and corresponds with AICTE, Director of Technical Education, Govt. of Maharashtra, UGC, Affiliating University, etc.

Role of Director

Director is a member of board therefore actively involved in policy making and planning.

Being the link between management, faculty and students Director coordinates with all the three.

Director implements the quality policies through the teaching and non-teaching staff.

Director constitutes various committees and designations at college level and assigns it to the appropriate persons of the organization. (e.g. Appointing Class coordinators, Event Coordinators, Student Coordinators, etc.)

All the faculty members discuss and share their opinion and plan to conduct various events on behalf of the institute. Committees are formed to conduct the event smoothly.

At functional level the faculty members participate in sharing the knowledge by discussing on the latest trends in technology during faculty meeting. They are also encouraged in writing research articles.

At Faculty Level

1. To allocate workload for the course in the semester to the teachers according to competency matrix.
2. To prepare time table for each class/faculty.
3. To get the semester teaching plan lecture-wise for each theory and practical course program.
4. To monitor the progress according to the teaching plan periodically.
5. To prepare academic calendar for the student including co- and extracurricular activities.
6. To work out the teaching workload and propose staff requirements.
7. To promote research oriented activities and faculty development initiatives, seminar and conference participation and publication.
8. To establish a strong rapport with industry/business for live case studies/projects.
9. To keep the director well informed about the activities of the concern faculty.

10. To monitor the daily attendance and lectures of all classes.

At Student Level: Encourage continuously to organize various programs Guest lectures, Seminars, annual rhythm management fest to bring their leadership equality to lime light. Encouraged to take up Live projects and summer internship projects under the guidance of faulty members. Every year students are given a chance to present their business plan ideas with the sincere effort to implement some.

The college is keen on the involvement of staff for improvement of effectiveness and efficiency of the institutional process and has always been in favor of participative management.

The faculty Members has always had a say in the decision-making process within the institution. List of committees constituted to manage institutional activities are; Academic Advisory Board, Anti Ragging, Examination Committee, Industry Interaction committee, Internal complaint committee, Library committee, Research Cell, E-Cell, Training & Placement committee, Women cell, Events committee.

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 quality policy is stated through its Vision, Mission, Culture and Values. It is developed by taking inputs from important stakeholders. It is driven and deployed through:-

Innovative teaching methods like use of group learning exercises, arranging quiz and discussions, mini projects etc.

Use of teaching aids such as PPT, Films, Videos etc.

Organizing guests lectures of experts from various fields.

PERSPECIVE DEVELOPMENT of the institute has following activities to be done in the perspective plan.

- Bringing in advanced technology and infrastructure.
- Improving linkages with industry.
- Arranging skill development training programs for the students as per the needs of the various

sectors of the economy.

Perspective Plan Year 2017-2018:

- Maximizing industry interaction
- Providing soft skill training to the students through external training agencies.
- Achieving 100% placement targets.

Year 2018-2019:

- Applying for NAAC accreditation
- Initiating MoUs with industries.
- Starting faculty exchange program with other institutes.
- Set-up a job training center.
- Start a certificate program of job training center.

Year 2019-20:

- Submitting Self Study Report: NAAC - 1st Cycle of FDSM College
- planning to Industrial tour of management students outside the country .
- Starting various short term courses to suit the market requirement.
- Upgrading syllabus as per the new developments in the respective fields.
- Developing and designing management training programs.
- Designing curriculum for the above.

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 Institution is governed by The chairman, Management body and Different Government relevant bodies Like AICTE/DTE/UGC admission is done through DTE rules and regulation by different Government Cet .The fee is prescribed by the Shikshan shulkh simiti and institute cannot take more than that from student

The college Governing Body is a group of trustees with Hon. Shri. Dwarkabhau Pathrikar as its Chairperson.

The hierarchy is Chairman; followed by Director of FDSM, IQAC, various Cell and Administrative Department. They have regular working committee meetings with the Director for effective functioning of the Institute.

The Director follows the rules prescribed by the chairman and relevant government Bodies while implementing day to day functioning of college .Weekly meeting of faculty is taken where attendance is

concentrated and relating issues are discussed.

The role of the top management is:

- To provide effective leadership to enhance quality and performance of the institution.
- To motivate, empower and encourage the Director and staff to enhance their performance of duties
- To encourage innovation and excellence
- To be open and flexible to change
- To ensure the sustainability of the institution
- For effective and efficient working, organizational responsibilities are divided amongst various departments and committees.
- For effective and efficient working, organizational responsibilities are divided amongst various departments and committees.

Director: He manages the smooth functioning of the institution by penetrating in every department and process of the institution.

Examination Cell: This cell conduct two examination; Mid -Term and Final Term internal exam as per the academic calendar.

Faculty Members: They look after the daily activities and lectures. They conduct guest lectures for their department.

IQAC: This cell conduct various quality initiatives like online and offline feedbacks, Academic and Administrative Audits, Workshops, Training programs, etc.

Placement: This cell works for the placement of the stakeholders. They conduct training programs, mock interviews, guest lectures, group discussions, live projects and summer internship projects.

Accounts: Daily accounting is done and tally is done weekly at the main office, each year the financial audited statement is prepared by reputed Chartered accountant.

Administration/Non-teaching staff: Administrative Departments: It looks after the facilities provided for teaching, national and international industrial visits, academic calendar, timetable and arrange part time lectures

File Description	Document
Any 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
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

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

Response:

Teaching and Learning

For quality improvement in teaching learning following strategy is adopted

The director conducts the SWOT analysis of the academic activity in the institute.

The weaknesses are identified and corrective measures are taken.

For example, In the beginning of semester a test is conducted for identifying slow and advanced learners. Extra coaching and practice is given to slow learners.

More challenging assignments are given to advanced learners Preparing lesson plan by every teacher for their respective subjects.

Modification in resource material as per the changes in syllabus.

Use of ICT for improvement in teaching and learning.

For promoting the use of library by the students, teachers give them library based assignments

Research and Development

For developing research experience of the faculty and for enhancement of faculty profile the members are encouraged to register for M.Phil PET Exam of Ph.D and Enrollment of Ph.D. and enroll for FDPs, orientation Programs, participate in conferences and write research papers.

For facilitating the research efforts of the faculty institute provides them tools like, laptop, PC, regular journals and e-journals, wifi, CDs of important research material etc.

Human resource management

In academic sector Human Resource is the prime resource. Quality Teaching is not possible in absence of quality staff therefore the three vital functions of HRM i.e. Recruitment, Selection and Training and

Development are done as per the AICTE and University norms but while selecting the right candidate

Management takes efforts of Prospecting and inviting the most suitable candidate for key positions in the Teaching and Administration.

The subsequent training and development of the selected candidates is also taken care.

More importantly the culture of the organization is such that employees help each other for learning the new jobs and skill acquisition.

Industry interaction

Institute invites eminent industrialists, Managing Directors, VP HR, Marketing etc. Consultants,

CEOs, Regional Marketing Managers, Executives etc. for Guest Lectures, resource persons and key note speakers.

Faculty members visit various industries in and around Aurangabad for surveying their requirements of manpower.

The TPO regularly interacts with HR managers of various organizations along with a team of students.

For the students of MBA it is compulsory to undergo SUMMER TRAINING for 60days.

The college provides these engagements to the students through its contacts and network.

Students' industrial visits are arranged by the college.

College takes assignments of small surveys which are delegated to the students.

IQAC Initiatives

The IQAC meetings are conducted on a regular basis and the initiatives discussed in the meetings are implemented. Recently few quality initiatives were implemented like Training Programmes, revision of FDSM Manual and Internal Quality Audits. All these tasks were discussed in the meetings and a well-planned schedule is given to the Director.

File Description	Document
Any 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:

The institute deputed the faculty to attend conferences, workshops and seminars etc.

The institute organizes in-house , guest lectures, and skill development programs for enhancement of professional skills.

Faculty is encouraged to take various university assignments such as CAP director, VIVA expert, Member of flying squad, Member of selection committee, external supervisor, Paper setter, Examiner, Resource Person for various programs etc.

The institute provides all possible technical support, library support and information support for professional development of the faculty

For developing the teaching skills of faculty the institute insist on preparation of lesson plan, use of PPT's, use of case studies, online tests, etc.

The institute motivates the librarian and non-teaching staff to attend relevant training programs.

Senior faculty members encourage and motivate the newly recruited members.

The institute has the atmosphere of free discussions, personal growth, and sharing.

We believe in creating the right environment to improve employee welfare for a happy, productive workforce by offering employees various benefits mentioned as follows:

Leave facility

- 15 days casual leave
- 7 days sick leave
- 7 days earned leave
- 30 days privileged leave
- Compensatory off for days of work on holidays
- Maternity Leave benefits
- On –Duty leave for employee attending professional development programs. workshops oOn –Duty leave for employee attending professional development programs. workshops Seminars, conferences.
- Training and development programs conducted on regular basis for teaching and Non- Teaching staff
- Tea & Coffee facility for employees

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: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	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: 0.4

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

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

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

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

Response: 0

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

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

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:

The Institute follows a Self-appraisal system wherein Each and every faculty member completes the self appraisal procedure every year in the prescribed format. Self-appraisal is done on the basis of the following

points: -

- Teaching learning process evaluation, Specific duties / tasks assigned by Heads of the Department.
- Major contribution for the benefit of student/ staff /Institute.
- Awards/ Rewards obtained by the faculty and staff.
- Contribution towards extracurricular and co-curricular activities.
- Research contribution of staff in terms of research projects, publications and guidance provided to students for involvement in research

The management always plays a vital role in the performance appraisal of the staff. Annual increments and promotions in the grades are all implemented by the management on the basis of an individual

performance indicated in the appraisal report. The management takes major financial decisions like

implementation new salary structure, introduction of perks, rewards scheme etc. based on the outcomes of the review of the performance in appraisal report. Thus such review is used as an important tool and maintenance of high level of satisfaction among employees. After the review of the appraisal report the faculty members are given feedback by the Director, which will help them to perform better. They are also informed about the areas of improvement and necessary support is given to improve in those fields.

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:

The external audit is carried out by C.A. Ashok Patil from Patil Associates in accordance with the

standard on auditing issued by the institute of Chartered Accountants of India every year. The external auditor conducts statutory audit at the end of financial year. The report of external auditor for last two years along with audited Balance Sheet and Income and Expenditure account is enclosed. The last external audit has been completed in June, 2018 for the session 2017-18 . Audit work for the session 2016-17, 2015-16, 2014-15 and 2013-14 is also performed by same auditor. Details of the audit are attached herewith. According to audit report the Balance Sheets, Statements of Income and Expenditure comply with the accounting standards, generally accepted in India.

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

Response: 0

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

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

The Director has authority to sanction expenditures up-to Rs. 10000/-

Any cheque over and above that, require sanction from the top management and signature of Secretary or Chairman along with the Director.

All expenses have to be within the budgeted amount.

For every payment supporting documents such as bills, vouchers, sanction letters, P.O., Quotations etc. are required to be attached.

There is no payment without sanction.

All payments above Rs.10,000/- are made through cheques.

The college is self-financed, non-aided, private institution.

The fees are determined by Shikshan Shulk Samiti of Government of Maharashtra.

The only source of funding is through fees collected from the students.

The land and entire building is provided by the Foster Developments' trust.

The collective decision is taken by the Trustees if there is a deficit in any year.

The Trust may raise a loan from the bank.

Audited income and expenditure statement of last four years is provided in the annexure.

6.5 Internal Quality Assurance System

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

Response:

The institute gives at-most importance to the quality in each and every process. For maintaining quality of academic processes following actions are taken

- Preparation of academic plan and calendar.
- Execution of the academic plan through close monitoring by concern faculty and Director.
- Efficient internal assessment system.
- Continuous upgradation of teaching material, library resources and ICT.
- Mentoring of the students.

For maintaining quality in administrative systems following things are done

- Computerization of all administrative process.
- Enlisting of the entire administrative task, Delegation of responsibilities after grouping the tasks, in following manner

I. All finance and accounts operations are delegated to separate staff.

II. All matters related to establishment (H.R. related work) are handled by separate person.

III. University examinations and correspondence with external agencies

IV. MBA related work - admission process, attendance records, internal records, results, notices etc.

V. Library related work.

VI. AICTE report and DTE compliances.

VII. Lab assistant for lab maintenance, Wireman for electrical maintenance, Sweeper for Cleanliness and Sanitation.

The IQAC has been recently formed in the institute. Two meeting have been held. There were $\frac{3}{4}$ suggestions given by the members of IQAC. They are-

1. Strengthening the Alumni relationship with the institute.
2. Another suggestion given was assigning industry mentors to the students from the first semester itself. The purpose is to acquaint the student with the job market before he actually enters into it.

All the two suggestions were accepted by the college and from next academic year they will be Implemented.

IQAC includes 1 senior faculty members apart from the Director.

The interaction that takes place in the meeting helps the faculty members in their quality initiatives.

The Director, Concern faculty take a continuous review of teaching learning process.

Once in a month Director engages every class and takes oral feedback from students on teaching and related activities.

The concern teachers submits monthly attendance reports to the director.

All faculty members mentor the students regarding their problems and difficulties.

File Description	Document
Any 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:

Review of Teaching learning process is done through an integrated framework for Quality Assurance of the academic and administrative activities.

1. There are dedicated coordinators in the Exams, Office, Placements, Library and Computer Lab.
2. The Coordinator-IQAC co-ordinates with Director, Staff, Faculties and Stakeholders promptly.
3. IQAC procedures are also aligned to international quality standards which include training of the faculty members followed by audit of the processes by the trained faculty members.
4. All academic activities are planned in the beginning of the academic year under various processes are laid down by the Institute which are also well documented in FDSM Manual.
5. Some of the processes mentioned are also written in institutes manual and Manual is revised

whenever there is a requirement:

- Admission process
- Academic Process
- Library process
- Teaching – Learning Process
- Examination Process
- Placement Process

FEEDBACK POLICY : *offline Feedback:*

The institute conducts regular survey on the students and stay in touch with them and try to get the genuine offline feedback. The feedback can be understood and actions can take place at the right time to serve the stakeholders the best during the course.

Currently the students have given their view on:

1. Innovative Teaching Methodology
2. Physical Facilities
3. Industrial Visit
4. Canteen

After the feedback is taken, the main gaps are identified and bridge courses, training programme, counseling session, changes etc. are conducted as an action.

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: 0

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

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

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	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: C. Any 2 of the above

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

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

Response:

2014-15

- 1.Improvement in the process of Admission
- 2.Preparation of academic calendar and implementing

2015-16

- 1.Improvement in the process of Admission
- 2.Preparation of academic calendar and implementing
- 3.Started cultural activity
- 4.Started games and extracurricular activity.

2016-17

- 1.Improvement in the process of Admission
- 2.Preparation of academic calendar and implementing
- 3.Started cultural activity
- 4.Started games and extracurricular activity.
- 5.Included the traditional days and Jayantis

2017-18

- 1.Improvement in the process of Admission
- 2.Preparation of academic calendar and implementing
- 3.Started cultural activity
- 4.Started games and extracurricular activity.
- 5.Included the traditional days and Jayantis
- 6.Industrial visits: To show them the process of manufacturing and management.

2018-19

- 1.Improvement1.Improvement in the process of Admission
- 2.Preparation of academic calendar and implementing
- 3.Started cultural activity
- 4.Started games and extracurricular activity.
- 5.Included the traditional days and Jayanti.
- 6.Industrial visits: To show them the process of manufacturing and management
- 7.Faculty feedback: To understand the review of the students on faculty members and their teaching methodology.

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

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

College shows gender sensitivity in providing facilities such as:-

1. Safety and security
2. Counseling
3. Common room facility.

1) Safety and Security:

Security: Security personnel are appointed round the clock (24x7).

CCTV monitoring: The College is equipped with CCTV which provides 24 hr. surveillance in order to monitor the ongoing activities on all the floors.

Complain Box: The campus is equipped with a complain box intended to gather any suggestions or address any complaints from staff and students of the campus regarding any abuse.

Institutional monitoring and grievance redressal committees:

The College has constituted different committees to monitor and address safety and social issues viz., Anti ragging committee and grievance redressal cell.

Fire Safety protection:

Fire extinguishers has been installed and maintained regularly for safety of all students and staff.

Awareness/orientation programs and lectures: The College conducts seminars/talks on regular basis in order to promote social values viz., gender equality, gender sensitivity and highlights social evils such as dowry and cybercrime.

Every year orientation programs are organized for boosting confidence of female faculty and

Students through initiatives such as She-Box under the governance of ICC, the program are sponsored by Min of Women and child development.

Another annual program much awaited by the ladies is the International Woman's Day celebrated on 8th March. The college organizes competitions which motivate the women for independent

2) Counseling:

The College provides professional assistance and guidance to female students in resolving personal or psychological problems; in addition to this such issues are regularly monitored by the female mentors appointed to female students under the college mentoring program. The mentor interacts and supports the assigned mentees in resolving all their issues.

3) Common Rooms:

College provides separate common rooms and washrooms for males and females. Female common rooms are equipped with amenities such as First aid box and sanitary napkin vending machine. The common room also serves as a recreation centre.

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: 8684	
File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs	
Response: 75	
7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)	
Response: 1500	
7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 2000	
File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	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 Steps:</p> <p>Waste management is an important feature and all efforts are directed towards adopting environment friendly practices in managing solid waste, liquid waste, e-waste and bio-waste. The Environment Awareness Committee of the College gives effective suggestions in this regard.</p> <p>Solid waste management:</p> <p>Minimum use of paper and paper recycling:</p>
--

The papers printing on both sides for better utilization at the office. However, the paper waste finally generated by the College is given to vendors for recycling.

Vermi-compost bed in campus (use of bio-fertilizers):

The foliage collected on campus is used for composting, thus the compost used in the campus is organic and biodegradable. Synthetic fertilizers and insecticides are not used in the Campus.

Reuse of plastic containers:

Use of plastic containers like water bottles, cans are avoided and if found unavoidable empty containers are put to reuse for preparing Bird nests, ice trays etc.

E-waste:

In compliance with the e-waste management, the computer department strictly adheres to the following: Obsolete computers in good working condition is donated to sister concerns and the needy.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water harvesting is the need of today's era. Water is more precious for human as well as wild life so the use of water must be appropriate and careful. The campus is treated with rainwater harvesting for the maintaining level of water. The roof of building outlets are interconnected to each other and connect it with pipe to collect drain water this system also use some sand and filtration process inside the harvesting and this water is pour into the bore well. The bore well is used when there is water scarcity. Last year complete water is inserted into the bore well this helps to maintain water level.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

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

Response:

Dustbin has been set up in computer lab for e-waste accumulation. The irreparable e-waste like corrupted CDs, defective batteries, mouse, cables, extension wires and other computer accessories are disposed through recognized agencies.

The College is having independent of water supply from the bore well at campus.

To overcome water shortage and to ensure a continuous supply certain measures have been meticulously taken. The College campus has a well-equipped rainwater harvesting system facilitated by an ideal set up, including the sloping and storm sewers, to ensure maximum collection of rain water. The underground water level is thus sufficiently enriched and maintain underground water level.

Students and staff members are generally encouraged to use bicycles for commuting to the college, although **1st October** is declared no vehicle day in Aurangabad city staff members use bicycles or walk to college on the next working day too.

File Description	Document
Any 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: 0.46

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0.92	0.037	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

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	1	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: 4

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	2	2

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

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

Response: Yes

File Description	Document
Any additional information	View Document

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

Response: Yes

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

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

Response: No

File Description	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: 3

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

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

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:

Celebrations and organization of national festivals and birth/death anniversaries of great and eminent Indian personalities is an annual feature of our College.

NATIONAL FESTIVALS: These are observed throughout the year some of the events are as given

below;

1. Independence & Republic Day: Students contributed paintings, articles on the occasions.
2. Marathwada Mukti Sangram Din is observed every year on 17-Sept-2017 every year.. Notices are issued in advance to the faculty members to attend the flag hoisting ceremony on the college campus.
3. Raksha Bandhan: Students contributed articles and quotes on the rakhi festival.
4. On the 1st May Maharashtra Day and Labour day is observed every year.
5. Republic Day (26th January): We celebrate Republic Day every year with great enthusiasm. The Policemen who serve us day in and out are invited to hoist our National Flag which is followed by stories of struggle of our freedom revolution and the sacrifice our soldiers

BIRTH ANNIVERSARY OF NATIONAL HEROES: The death and birth anniversaries of following national heroes are observed every year.

Mahatma Gandhi: Holiday notice is declared on 2nd Oct on account of Mahatma Gandhi's birth anniversary. A student contributed an article on the father of the nation.

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:

The institute has many important pillars like the administration department, accounts department and finance department. These departments strictly follow the protocols and guidelines to ensure complete compliance in their workings.

Academic:

Department ensures to put up the important notices on the notice boards. It is ensured that timetable, placement updates or any award or reward received by the institute, rules and regulations of library etc. are regularly updated on the notice boards. The institute follows an academic calendar for the systematic working. This calendar helps the students to know the tentative examination dates, holidays, public holidays and dates of departmental events.

Administration:

The Administration department works all through round the year. There are rules and regulations

to be followed. They maintain records of professors (present and past), student's admission documents (Forms, caste certificates, scholarship etc.), change in subjects, change in syllabus and other such ancillary documents.

Financial:

The accounts department is an independent authority & functions hassle free all-round the year. There is timely payment of salaries, invoicing of both internal and external agencies. Auditing is conducted seriously every year by both internal and then external authorities. They maintain and follow the prescribed protocols by the Institute.

7.2 Best Practices

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

Response:

I) Title- Digitization of institutional activities

Objective:- to be fast process of all activities to the students & faculties

Context & Practice-

Payment transactions done through cheques by (NEFT/RTGS). Accounts are regularly audited by internal and external auditors.

Store and purchase: The process of purchase of equipment, instruments and other particulars is

initiated through participative mechanism. Requisition is given and then activities can be taken place. The quotations once procured are processed after acquiring technical knowhow from the respective HOD. Finally it is sent to the Finance committee for finalization.

Academics: The academic planning and monitoring committee prepares and displays the annual

academic planner, time table, course modules on College website well in advance. It ensures transparency in course delivery and monitoring of student attendance respectively. All these activities involves faculty and student participation. Assessment is based on feedback of stake holders all reports are shared. Prism software is purchased for digitization of process.

Internal marks are displayed on the notice board and signatures of students and staff is taken before forwarding the results to the university.

College committees: Committees are formed to assist in smooth administrative functions and to

address internal grievances. Transparency is maintained through proceeding books containing

minutes of the meetings. The constitution of the committee is displayed at college premises.

Information about various committees is provided to the students through orientation programs and the contact numbers of faculty members is also displayed to provide easy access to all stake holders.

Selection and increment to staff: The institute fills the vacant posts by calling interviews after giving advertisement and are selected by a university approved selection committee.

Increments are based on performance appraisal mechanism.

Note- It is noticed that due to the digitization the process which take place very fast and effectively.

II)Friendly Approach in Teaching & Learning

Title- Learning Approach

Objective- Teaching & Learning should be user friendly.

Context & Practice-

The management programs offered have a substantial field work. The institute effort through communicating with industries for summer Inplant Training and Project Report training in companies. This helps Students friendly environment in teaching & learning activities. Students are more practicable for the concept understanding. The Audio/video lectures also helps for understand concept.

Note- Students understand management concept more easily due to practical work and understanding theories in classroom.

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:

Digitalization for Effective Administration:

The college has adopted digitalization in harmony with the Digital India Movement, started by the Government of India. Practices adopted include, streamlining the documentation system through digitalization with the aim of integrating people, information and technology. It replaces paper forms with

online forms, cashless payments, creates faster delivery of decisions and communications to students with web forms, improves access and visibility to files. Mobile friendly software Apps are used to record and communicate attendance and facilitate communication by SMS. Digital Library is implemented for automation and to enhance efficiency for users for speedy transactions, retrieve statistical records of library transactions. Library Automation Software (LIBMAN) allows conversion of library records as per the international standards in the form of Learning outcomes are enhanced through the Digital learning management system (LMS) which assists in remote access to study material and permits learners the freedom to grasp at own pace.

As a good practice we are gradually converting the existing manual documentation process into a secure retrievable digitalized management system to effectively aid in administrative processes. Certain constraints associated with the practice include:

Requirement of uninterrupted high speed intranet and internet. The digital data needs to be secure from hacking, viruses and unauthorized alterations. Technical expertise, training and motivation to staff and students are needed to switch to digital content.

Inclusive education with a quest for excellence:

Foster Development School of Management was established by visionary leader Shri Dwarkadas Pathrikar in 2010. It is a premier institute situated city heart place at shivajinagar, Auragnabad accessible by Road, Rail and Air. The campus is an exemplary model of unity in diversity, with boys and girls of diverse caste, class, creed and religion. The Trusts always tries to give priority to provide inclusive education to ensure educational equity to students from all sections of the society to produce.

5. CONCLUSION

Additional Information :

Higher education is the fast growing service industry exposed to the 'liberalization, privatization and globalization' processes in the recent times. In order to attract students and to cater to their and needs aspirations higher education providers have been actively involved in the process of understanding students' expectations and their perceptions about quality in the system. They are expected to adopt techniques of measuring quality of the inputs and process of education just like any other business sector. Measuring quality of the services is, therefore, an important task to provide feedback on the dimensions of quality that needs to be taken care of, in the future.

Concluding Remarks :

The NAAC has identified following seven criteria to serve as the basis for its assessment procedures of quality excellence in higher educations institutions: '(i) Curricular Aspects, (ii) Teaching-Learning and Evaluation, (iii) Research, Consultancy and Extension, (iv) Infrastructure and Learning Resources, (v) Student Support and Progression, (vi) Governance and Leadership, and (vii) Innovative Practices'. All these different criteria with a number of quantifiable indicators have been allotted differential weightages accreditation an institution with appropriate grade point average. The need of quality assurance in higher education is on increase to cater to the ever increasing employment related demands of market, within the country and at international level.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 91 Answer after DVV Verification: 16</p>																				
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: E.None of the above Remark : Feedback forms not provide by HEI.</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : D. Feedback collected Answer After DVV Verification: E. Feedback not collected Remark : Feedback form not provide by HEI.</p>																				
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>27</td> <td>17</td> <td>15</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>18</td> <td>13</td> <td>16</td> <td>23</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	26	27	17	15	13	2018-19	2017-18	2016-17	2015-16	2014-15	17	18	13	16	23
2018-19	2017-18	2016-17	2015-16	2014-15																	
26	27	17	15	13																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
17	18	13	16	23																	
2.4.3	<p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 81 years Answer after DVV Verification: 42 years</p> <p>Remark : DVV has made the changes as per provided experience letter of full-time teachers for the year 2018-19 by HEI.</p>																				

3.3.4	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 387 1046 521"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>4</td> <td>1</td> <td>7</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 600 1046 734"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Supporting weblink for research papers not provided by HEI. These research papers also not shown in google check.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	0	4	1	7	2	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	4	1	7	2																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
3.4.3	<p>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</p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1211 1046 1346"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>1</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1424 1046 1559"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>0</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per provided report of extension and outreach Programs by HEI.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	3	2	1	2	2	2018-19	2017-18	2016-17	2015-16	2014-15	3	3	0	1	1
2018-19	2017-18	2016-17	2015-16	2014-15																	
3	2	1	2	2																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
3	3	0	1	1																	
3.4.4	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 2033 1046 2085"> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>																				

2018-19	2017-18	2016-17	2015-16	2014-15
43	39	31	40	37

Answer After DVV Verification :

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

Remark : Provided report has not reflect the students participating in extension activities for the year 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Provided MoUs has not considered.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	2	1	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	1	1

Remark : DVV has made the changes as per provided e-copies of MoUs by HEI.

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 2

Answer after DVV Verification: 1

Remark : DVV has not considered LED TV.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5.0	2.14	20.63	4.07	15.03

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	21	4	15

Remark : DVV has not considered budget statement without Highlight the relevant items in the audited balance sheet.

4.2.3 Does the institution have the following:

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

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

Answer After DVV Verification: E. None of the above

Remark : DVV has made the changes as per provided clarification by HEI that institution subscribe all the subscription in the year 2019-20.

4.2.4	<p>Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)</p> <p>4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 521"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0.35</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="304 602 1046 734"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per provided clarification by HEI that no books purchased in the year 2018-19.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	0.35	0	0	0	0	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
0.35	0	0	0	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
4.3.3	<p>Available bandwidth of internet connection in the Institution (Lease line)</p> <p>Answer before DVV Verification : 5-20 MBPS</p> <p>Answer After DVV Verification: <5 MBPS</p> <p>Remark : DVV has not considered internet bill for the year 2019-20.</p>																				
4.4.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1373 1046 1505"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2.0</td> <td>1.20</td> <td>3.80</td> <td>0.18</td> <td>3.88</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1585 1046 1718"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>4</td> <td>0.2</td> <td>4</td> </tr> </tbody> </table> <p>Remark : DVV has not considered supporting document in google drive.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	2.0	1.20	3.80	0.18	3.88	2018-19	2017-18	2016-17	2015-16	2014-15	2	1	4	0.2	4
2018-19	2017-18	2016-17	2015-16	2014-15																	
2.0	1.20	3.80	0.18	3.88																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
2	1	4	0.2	4																	
5.1.1	<p>Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years</p> <p>Answer before DVV Verification:</p>																				

2018-19	2017-18	2016-17	2015-16	2014-15
93	48	36	36	39

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	31	19	0	25

Remark : DVV has not considered some sanctioned letter without signed by Competent authority for the year 2014-15, 2015-16, 2016-17, 2017-18. Provided sanctioned letter for the year 2018-19 has not reflect the name of benefited students and their scholarships schemes.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
102	64	51	53	67

Answer After DVV Verification :

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

Remark : Sanctioned letter of student has not provide by HEI for the year 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19.

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : Provided min of meetings not focus on timely redressal of student grievances including sexual harassment and ragging cases.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	15	11	12	13

Answer After DVV Verification :

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

Remark : DVV has not considered list of outgoing students for the year 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19.

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)

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes as per provided details of students selected/ qualifying by HEI.

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

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

Answer before DVV Verification:

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

1	1	1	1	2
---	---	---	---	---

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Report of excel training programme for the year 2016-17 not provided by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	0	0	2

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.04	0.92	0.037	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0.92	0.037	0	0

Remark : Budget extract of audited statement specifically towards expenditure on green initiatives and waste management for the year 2018-19 has not provide.

7.1.10 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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	2	2

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has not considered tree plantation, WOMEN EMPOWERMENT and also report of community harmony without signed by principal for the year 2016-17 and 2018-19.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 01 Answer after DVV Verification : 22																				
2.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>27</td> <td>17</td> <td>15</td> <td>13</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	26	27	17	15	13	2018-19	2017-18	2016-17	2015-16	2014-15					
2018-19	2017-18	2016-17	2015-16	2014-15																	
26	27	17	15	13																	
2018-19	2017-18	2016-17	2015-16	2014-15																	

17	18	13	16	23
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2.3 Number of outgoing / final year students year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
16	23	17	16	18

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	22	16	15	17

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
60	60	60	60	60

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	6	6	6

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5.0	2.14	20.63	4.07	15.03

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5.0	42.62	29.17	18.43	72.05

4.3 Number of computers

Answer before DVV Verification : 37

Answer after DVV Verification : 0