



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**VISHWAKARMA -DADASAHEB CHAVAN INSTITUTE OF
MANAGEMENT AND RESEARCH MALWADI MASUR**

A/P.MALWADI-MASUR TAL-KARAD DIST-SATARA

415106

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vishwakarma Dadasaheb Chavan Institute of Management and Research (VDCIMR) was established in 2010 by the renowned first-generation entrepreneur Hon'ble. Shri. Diliprao Dadasaheb Chavan in the fond memory of his father (Late) Advocate Hon'ble. Shri. Dadasaheb Chavan. VDCIMR is a higher education institution that is affiliated with Shivaji University, Kolhapur and provides high-quality education to young people from rural, economically, and socially disadvantaged areas of society. VDCIMR offers a professional post-graduate program in Management culminating in a Master of Business Administration (MBA).

The Institute has undergone a change in order to provide outcome-based education, which is seen in the placement, alumni, and accomplishments of the students. Faculty members, who are qualified and committed, endeavor to achieve educational goals. Co-curricular and extracurricular activities help the youth discover their natural skills and instill in them the ideals of democracy, the rule of law, and humanity. The IQAC oversees and ensures compliance with quality standards in educational and other transactions. Continuous improvement is facilitated through a variety of types of feedback, including those on institutional services, curricular aspects, teaching, learning, evaluation, teacher performance, and college-wide activities. VDCIMR has played a vital role in the rehabilitation of rural and underprivileged populations in the area throughout the course of its 13-year-long history.

Vision

To be a center of excellence for imparting management education to prepare business leaders and entrepreneurs.

The notion was envisioned by the founding Chairman of the Dhanalaxmi Foundation, Hon'ble. Shri. Dilipbrao Chavan, firmly believes that in this era of knowledge, every youth should receive a high-quality education at a reasonable cost to fulfill their responsibilities as responsible citizens. Education fosters the growth of moral principles, mental capacity, and thought.

The management, Director, and teachers always keep the whole picture in mind when making and implementing decisions.

Mission

In alignment with the Vision statement, the institution has set forth the following Mission statement.

Our mission is to impart and disseminate knowledge to rural students, through innovative and flexible higher education. This knowledge must become an asset in building his/her career. Contribute to the

corporate world by preparing future managers with a global mindset.

The institution works to improve the lives of hundreds of underprivileged students by giving them the tools they need to live productive, responsible, cultured, and conscientious lives.

OUR GOALS

- Provide management education of the highest standard through value-based teaching and learning by integrating innovative practices
- Inculcate social values and understand the social impact of management education.
- Equip rural students with entrepreneurship, leadership, and business analytical skills to adapt to the present global scenario and make the best of the career opportunities
- Inculcate strong belief in hard work and dedication among the rural youth in order to make them responsible citizens of India.
- Create future captains of industry with innovative, entrepreneurial, and leadership skills.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A 5.16 acre, pollution-free facility with an infrastructure that is unparalleled for a rural based institute.
2. Visionary and energetic management.
3. Meets the quality educational demands of both urban and rural students.
4. Provides education to youngsters from rural, economically, socially, and socially disadvantaged communities.
5. Career-focused courses that emphasize on skills.
6. Use of ICT for teaching and learning.
7. A sufficient number of qualified faculty.
8. Participation in socially significant extension and community service activities.
9. Facilities with modern infrastructure for academic and cultural activities.
10. Library with e-resources that is well-equipped.
11. Scholarship opportunities for a large number of students.
12. Strong support services, such as placement, skill development, career counseling,

mentoring and support initiatives for handicapped students.

1. The Alumni Association's outstanding engagement and contribution
2. Gender equity initiatives

Institutional Weakness

1. Majority of the students come from rural backgrounds, hence their socio-economic condition is poor.

Some students are compelled to work part-time jobs because of the bad economy, which reduces study space.

2. The faculty publishes less work in Scopus-indexed and UGC Care-listed journals.

Institutional Opportunity

VDCIMR has various options to investigate in higher education as an Institute offering management education.

1. The first set of opportunities on which the Institute consistently focuses is introducing new and emerging add-on programmes in the cutting-edge areas of many subjects of study.
2. The Institute plans to take advantage of another opportunity by collaborating with national and international institutions to offer the new programmes. This will open up opportunities for staff, faculty, and student interchange between institutions.
3. Increasing academic, research, and extension.
4. Intensifying preparation for placements
5. The use of SWAYAM / NPTEL courses

The expansion of skill-focused add-on courses

Institutional Challenge

1. A decline in student diversity as a result of the proliferation of management institutes across the nation.
2. The incoming students' poor communication abilities make permanent placements challenging.
3. Making the most of alumni's potential to contribute in terms of funding, placement, and research.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Planning and Implementation: The institution is affiliated to Shivaji University, Kolhapur and follows the CBCS curricula prescribed by the university. The IQAC academic calendar is followed in the conduct of curricular and extra-curricular activities. Timetables are prepared for curriculum delivery and the same is documented in academic diaries. CIE timetable is prepared and is strictly adhered to. The faculty undertakes university paper setting and assessment work.

Academic Flexibility: The Institute offers the post-graduate program in Masters of Business Administration (MBA). The curriculum as designed by the University and the skills enhancement add-on courses conducted by the Institute, offers adequate flexibility in choosing their specialization. Besides the core courses as per the syllabi of the University, following 12 electives are made available to the students for specialization:

1. Marketing
2. Human Resource Mgt.
3. Finance
4. Systems/IT
5. Production & Operations Mgt.
6. Agribusiness Management
7. International Business
8. Entrepreneurship Development
9. Hospitality Management
10. Business Analytics
11. Supply Chain Management
12. Digital Marketing

The students have the benefit of doing dual specialization by opting for any two specialization courses from the

above list.

Curriculum Enrichment: The University curriculum is further enriched with cross-cutting issues with certain courses dealing in them. In addition the students are offered skills enhancement add-on certificate courses by the Institute, which are follows:

1. Basics of English Communication Skills
2. Personality Development
3. Fundamental of computer skills
4. Creativity and Innovation
5. Financial Literacy
6. ERP/SAP
7. Basics of Android Mobile Application Development
8. Digital Marketing

ix) Tally/ERP

1. Advance Digital Marketing
2. Digital Banking
3. Mutual Funds

xiii) Yoga

Feedback System: A feedback system is in place in the Institute. Wherein, feedback on the curriculum, faculty and administration/ambience is obtained at the end of each year. On the basis of the feedback received and analyzed, the ADC / IQAC of the Institute takes corrective action and is prompt in writing to the University in case of any changes or additions are required in the curriculum and to the management in case any changes or additions are required in the ambience or facilities.

Teaching-learning and Evaluation

Student Enrolment and Profile:

The state government's and the University's regulations are rigorously followed when enrolling students. The average enrollment rate as a percentage of sanctioned strength during the course of five years was 79.6%. According to the institution's vision, social justice is taken into consideration. The institution has enrolled 24% of the allotted SC, ST, and OBC quota.

Catering to student diversity:

The Institute caters to students of diverse backgrounds. Students from diverse streams take admission to the Post-graduate programme of MBA. Wherein a student regardless of his graduation stream be it Arts, Commerce or Science has a specialization to choose from the various electives offered.

Teaching-Learning Process:

Students' learning is largely influenced by their background, abilities, and other personal attributes. At VDCIMR, great emphasis is laid on learner-centered education through various methodologies like: Participative Learning and Interactive Lecture Method, Simulation Activity, Foundation Course, Internship, Social Responsibility Activities, Guest Sessions and Industrial Visits

Teacher Profile and Quality:

The number and qualification of teachers appointed are as per the norms prescribed by the AICTE. The number of teachers is six including the Director. Two faculty members are Ph.D. holders. Three faculty members have registered for their Ph.D degree. The average experience of all teachers is around 13 years.

Evaluation Process and Reforms:

Formative Evaluation is in the form of tutorials, assignments and quizzes at the end of a particular unit of a course. Continuous Internal Evaluation (CIE) is also a part of formative evaluation.

Summative Evaluation is through the University examinations at the end of each semester. Exam-related grievances are quickly resolved. Results from the university exams are above 72.5%.

Learning Outcomes:

VDCIMR is affiliated to Shivaji University, Kolhapur and offers the Master of Business Administration (MBA) Programme. Learning outcome of the programme are clearly stated and these are communicated to the students through institute's prospectus, notices and induction programme organized for the students. The Outcomes are also supplemented by tutorials and extra-curricular activities. Each course in the syllabus has specific outcomes and accordingly lesson plans are created for all subjects and shared with students.

Research, Innovations and Extension

Research Publications and Awards: The faculty published 14 research papers in UGC CARE listed and Scopus journals during the assessment period and one book has been published.

Extension Activities: Community service and social extension activities are again the strength of the Institute. The institution tries to instill human values through extension activities in order to fulfill its mission and goals. There were 40 extension activities in all, with a focus on social extension, environmental conservation, health awareness, gender sensitization, and human values. On average, 60% of students took part in extracurricular activities organized jointly with the local civic bodies of Masur Nagar Panchayat and Malwadi Gram Panchayat. The students are linked to the Lions Club of Masur as a part of the social work training. The students perform street plays on various social issues in society. Especially during

Industrial Safety Week, the students are invited to perform street plays in their organizations to promote safety among the workers. During natural calamities such as floods, the students coordinated with the Collector's Office to provide help and relief to the flood-affected families. During Ganesh Festival and Diwali, the Institute takes the lead in promoting concepts such as Eco-friendly Ganesh idols and pollution-free Diwali.

Collaboration: For research, teacher exchange, and student exchange/internship, more than 20 joint initiatives are done. The Institute has signed memorandum-of-understanding with organizations of national significance, as well as with other universities, businesses, and industries.

Infrastructure and Learning Resources

Physical Facilities:

The Institute is situated on a sprawling 5.16 acres of land, with the Institute building measuring 4264.37 Sq.Mts. It has a Director's cabin, an administrative office, a library, reading rooms, a girls' common area, staff room with cubicles, seminar room, lecture halls, and more. A Multipurpose hall, Exam room, and IQAC room are also housed in the Institute building. The Institute is able to provide regular classes since there are enough classrooms. The same are also used for exams, contests, mentorship sessions, training programmes, and certificate courses. The canteen building is adjacent to the Institute Green plantations and lawns surround the Institute building, which is surrounded by greenery.

Library

The library's collection consists of 1765 reference and 371 text books, 12 periodicals, 31 E-books, 21,332 e-journals, the digital data base N-List, CDs and videos, and e-resources produced by academics (institutional repository). The reading room in the main library can hold more than 64 students at once. The library is now digital thanks to modern technologies. The library provides electronic books and publications from NDIL and Shodhganga for advanced academic studies and research. The library offers reprography facility. An automated Integrated Library Management Systems (ILMS) is used in the Institute's library. It includes modules for managing books, bar-coding books, adding books, issuing borrower cards, circulating books, managing OPAC catalogues, and managing administration.

Computer Lab:

The Institute has a total of 80 desktop computers. The Institute's computer laboratory has 64 PCs (desktop computers). The PCs have Core 2 Duo processors, 2GB of RAM, and 320 and 500GB HDD. Server computers are available in the computer lab. The server computer has an i3, 2.10 GHz processor, a 500GB hard drive, and 8GB of RAM. Students can use computers and transfer data with ease thanks to the labs' connected LAN connections. In labs, there is also a printing facility. The labs also has LCD projector, which is useful for PPT presentations and video lectures. 16 desktop computers are utilized for administrative and office tasks.

Student Support and Progression

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In the past 5 years, 336 students out of the total 402 that is 83.5% have availed scholarships under various

Maharashtra state government scholarship schemes.

Mentoring and Counseling

To provide proper guidance to the students in their academic and career pursuits, the Institute has a student counseling cell that provides timely advice and guidance to the students in matters related to career, health, personality etc. The students have the liberty to approach the faculty and the Director to resolve their problems related to career and personality. The college has a robust student Grievance Redressal cell, Internal Complaints Committee and Anti-Ragging cell.

Placement and Career Guidance Assistance: The placement cell of the Institute arranges guest lectures on Personality development, Interview techniques and Aptitude tests. Our Alumni working in industry and corporate organizations in various capacities play an important role in preparing our students for on-campus and off-campus recruitment. Our Alumni visit the campus as recruiters for their companies and also recommend and promote VDCIMR to their employers for campus placements.

Skills Enhancement

All out efforts are made to build capacities and competencies of students by organizing workshops and training programmes in Personality Development, Computer Literacy-MS Office Applications, E-Banking and Retail Banking, Stock Market, Entrepreneurship Development, Interview Skills, Resume Building and Tally Software Training. These programmes prepare them for professional roles.

Students Representation in Development Activities

The Institute encourages students' participation in development of academic, administration and other activities. Hence there is students' representation on various academic and administrative bodies, including IQAC.

Alumni Association

VDCIMR Alumni Association is a registered Alumni Association under the Societies Registration Act. It was formed on 12th March 2019 at The Assistant Registrar of Society, Satara Region. Registration No: Mh-16684 / Satara under Societies Registration Act 1860. VDCIMR and the Alumni association jointly believe in creating and maintaining association with its alumni. The Alumni Association provides an interface for establishing a link between the alumni, staff, and students of the institute. VDCIMR alumni are currently working in various positions within and outside the country and proving their mettle in all spheres of management.

Governance, Leadership and Management

Well defined Vision, Mission, Goals and Core Values

The institution has well defined vision, mission, goals, core values and quality policy. The institution has its stated Vision, Mission and Goals which are adhered to by all stakeholders. The governance of the Institute is in line with the Vision, Mission and Goals. These are also reflected in the plans and policies implemented by the Institute.

Hierarchical Structure of Governance

The Institute follows a hierarchical structure, which consists of the Governing Council (GC) at the helm of all affairs, Local Management Council (LMC), Director, Academic Development Committee / IQAC, Academic Department, Support Services and Administrative Officer shows that the governance system is participatory and decentralized.

Perspective Plan

The Institute's perspective plan is an outcome of several deliberations during regular monthly meetings of the faculty and the IQAC, which meet separately. Besides meetings of important committees through their coordinators give important inputs that go into the perspective plan. The faculty members put forth their suggestions as regards various activities both curricular and co-curricular. The Institute's IQAC, which was established in November 2022, is the think tank that prepares the perspective plan.

At VDCIMR regular internal and external financial audits as per the mandate of the state government are conducted. The Management has appointed an approved chartered accountant firm to audit the financial accounts of the Institute annually. Certified financial statements for the year are prepared after the audit by the chartered accountant. The mechanism for Internal Audit and External Audit: **Internal Audit:** Internal audit is a continuous process to verify and pass each and every day to day financial transaction. Hence the initial stage of internal audit is carried out in the Institute itself by the Accounts Officer. **External Audit:** The appointed Chartered Accountant firm conducts the annual statutory (external) audit at the end of the financial year. A detailed audit procedure is followed by the auditor. Revenue and capital expenditures are audited along with verification of supporting bills, invoices and vouchers of all financial transactions. Receipts issued by the Institute under different heads are also verified.

Institutional Values and Best Practices

Best Practices Implemented

The Institute has implemented two best practices 1. **Research forum** is a platform provided to the faculty and students to share their research work and research interests. Faculty and students both alike use this platform to present their research papers and share experiences gained through attending conferences and seminars. 2. **Industry-Institute-Interface** This practice aims at bringing in an effective partnership between the Institute

and the industries around. It also aims at inculcating entrepreneurial skills among the students and enable the students to bridge the gap between theory and practice/application.

Green Audit and Energy Audits

The Institute is located on 12 acre land, which was barren. This land has been converted into lush green lawns, plantations and play ground. The greenery is maintained throughout the year. The green and clean initiatives undertaken by the Institute is seen in extensive greenery, drip irrigation, rain-water harvesting, composting pits, solar energy panels, proper sewage system, plastic refuse bins etc. Green audits and energy audits are conducted to measure the impact of green initiatives.

Constitutional Values and Allegiance

Constitution Day is observed in the Institute every year. All students and staff take the constitutional oath on the occasion, which shows our constitutional values and allegiance. National days like Independence Day, Republic Day, Mahatma Gandhi Jayanti and National Unity day are celebrated with participation from all students and staff with great fervor and enthusiasm. On teachers day the teachers pledge their allegiance towards the students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VISHWAKARMA -DADASAHEB CHAVAN INSTITUTE OF MANAGEMENT AND RESEARCH MALWADI MASUR
Address	A/p.Malwadi-Masur Tal-Karad Dist-Satara
City	MALWADI MASUR
State	Maharashtra
Pin	415106
Website	www.vdcimr.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	N.r.jadhav	02164-226464	9226858772	-	nirmohi_jadhav@re diffmail.com
IQAC / CIQA coordinator	A.p.sawant	091-7507411144	7507411144	-	aparna.sawant44@ gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Shivaji 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	15-05-2023	12	AICTE EOA is valid for only one academic year

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	A/p.Malwadi-Masur Tal-Karad Dist-Satara	Rural	5.16	4264.37

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	24	Any Gratuation	English	69	68

Position Details of Faculty & Staff in the College

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

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

Qualification Details of the Teaching Staff

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

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	1	0	2

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	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	6	4	5	3
	Female	2	3	4	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	8	3	1	5
	Female	0	0	3	1
	Others	0	0	0	0
General	Male	40	24	20	19
	Female	12	8	14	14
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		68	42	47	45

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our Institute has adopted the National Education Policy's vision of delivering high-quality education to help our country's human resources grow into global citizens. The key NEP principles, including variety
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	<p>for all curricula and pedagogy with technology breakthroughs in teaching and learning, supporting rational decision-making and innovation, critical thinking, and creativity, have been the subject of a discussion among the faculty members. The Institute is affiliated to the Shivaji University, Kolhapur, where academic curricula have been updated to incorporate multidisciplinary and interdisciplinary courses as electives. The Institute has begun providing these electives to students. Interdisciplinary curricula, which allow students to select their preferred options from the spectrum of programmes offered by the school, have been recommended as a means of fostering students' overall academic growth. The institute only offers Choice Based Credit System (CBCS) courses. A few of them also cover ethical and environmental topics such as project management, management principles, environmental studies, and professional ethics. All programmes are created to give students as much freedom as possible when selecting electives from other departments' offerings and MOOCs delivered through SWAYAM. It may be claimed that the Institute is actively striving to put the NEP Guidelines' recommendations into practice.</p>
2. Academic bank of credits (ABC):	<p>The level of readiness for the implementation of Academic Bank of Credits at our institute complies with the standards set by Shivaji University, Kolhapur. The National Academic Depository, a government initiative to provide an online archive for all academic awards under the Digital India Programme, recognizes Shivaji University as a state University and an official member. Mark sheets and degree certificates for students will be uploaded by Shivaji University through its affiliated colleges to the nad.digitallocker.gov.in portal starting in 2020. Since the start of the academic year 2021, the National Academic Bank of Credits (ABC) portal has been fully linked into the NAD portal platform at https://nad.digitallocker.gov.in. All of Shivaji University's curricula use the choice-based credit system (CBCS). After the higher academic bodies give their approval, Shivaji University will formally register in the ABC site. The Institute is developing a consolidated database of college students for this purpose. Through this database, the academic credits that the student has earned throughout a variety of</p>

	courses will be digitally saved to ABC.
3. Skill development:	The Board of Studies (BOS) of the institute has a dedicated skill development cell that works hard to improve students' technical, vocational, and soft skills. The institute has a well-established training cell, which actively contributes to strengthening the current trends needed in business. From Semester III to Semester VI in the MBA programme, the Institute already offers add-on skills development certificate courses in addition to those created by the University. Additionally, the college has already been offering courses like soft skill development, entrepreneurship development, digital marketing, digital banking etc. under the employability enhancement programme for students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	All student events held in adopted villages must be conducted in the local Marathi language as per institute policy in order to support and incorporate the local language, art, and culture.. Our students can express themselves in Marathi because the majority of them are from rural areas. German and Japanese language training curricula will shortly be made available by the Institute. The University will introduce its training programs in Indian traditional knowledge as and when it does.
5. Focus on Outcome based education (OBE):	The Institute, which is a part of Shivaji University, abides by the rules as and when they are given, using a variety of teaching methods, such as lectures, seminars, tutorials/workshops/practical and project-based learning field work, technology-enhanced learning internship and apprenticeship, and research work, whenever it is practical to do so. All of the modules are available as outcomes-based education (OBE), which is created with consideration for local and international needs. Every subject's course objectives are clearly stated in the curriculum itself by Shivaji University, Kolhapur. With a clear set of Programme Outcomes, Programme Specific Outcomes, and course outcomes starting in 2019–20, the Institute has introduced outcome-based education. All courses are created with the outcomes of remembering, understanding, applying, analyzing, evaluating, and creating in mind. In addition to domain-specific knowledge, learning outcomes at all levels guarantee social responsibility, morality, and entrepreneurial abilities so that students actively

	contribute to the country's economic, environmental, and social well-being. The PO-PSO philosophy is also in line with the course objectives (COs).
6. Distance education/online education:	The Institute is well prepared to teach and learn using various online platforms like Google Class rooms, WhatsApp, Zoom, etc., especially in the event of a COVID-19 epidemic. There are no barriers or obstacles to online education because the entire college campus is Wi-Fi enabled and has LCD projectors installed in every classroom. During the lockdown period, the faculty members trained themselves to use different MOOCs and other online platforms for online teaching and learning through FDPs and workshops. To prepare students for future difficulties, the institute has begun utilizing a Learning Management System (LMS) on its website to make all of this type of e-content material generated by faculty members accessible to all students through online method. The institute also organized a number of events, meetings, and seminars for students during the COVID-19 pandemic using an internet platform for hosting conferences and meetings. At Shivaji University, professors are encouraged to offer MOOC courses that support the blended form of learning. These initiatives can be seen as the new standard, which is what the New Education Policy also aims to achieve.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	yes Electoral Literacy Club is established in the year 2021
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The College has formed a committee for ELC which covers both the staff and Student Representatives. Committee for ELC 1. Dr. N.R.Jadhav - President 2. Dr.Aparna Sawant, IQAC Coordinator – Member 3. Prof.G.K.Injekar- Nodal officer 4. Prof.B.S.Dol Programme Officer – Secretary 1. Shekhar Appasaheb Kale - MBA II Year student Representative 2. Ajit Lalaso Gholap -MBA II Year student Representative 3.Tejal Shivaji Mane - MBA II Year student Representative 4.Akshata Chandrakant- MBA II Year student Representative 5.Pruthviraj Anadrao kumbhar - MBA II Year student

	<p>Representative 6.Swapnil Ramchandra Chavan -MBA I Year student Representative 7.Varsha Rajendra Dhekle -MBA I Year student Representative 8.Namrat baban Dhekle - MBA I Year student Representative 9.Dilawar Kadir Khan -MBA I Year student Representative 10Kiran Vilas Kadam -MBA I Year student Representative</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Electoral Literacy Club Awareness regarding participation in voting process to our college students who have completed and will be completing 18 years of age by December 2021 has been given. The list of the students who have participated in the awareness programme has been sent to the Tahasildar office Karad.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Under the banner of Electoral Literacy Club the institute has organized the "Matadana jata " its a voter awareness rally conducted on 23/12/2021 staff and students were participated.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>during induction programme nodal officer of the ELC addressed the students and guided for registering their names in the voter list</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
107	83	72	61	79
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 9

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	5	6	6	5

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
120	104	113	94.50	90

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Vishwakarma-Dadasaheb Chavan Institute of management an Educational Institute affiliated to University. Being an affiliated institute we do follow curricular norms regarding processes, systems and structures led down by the University. Though these norms are sufficient considering the ever increasing demands from the different stakeholders such as Employers, Society and Students, we do have a distinctive mechanism to impart additional, relevant and necessary knowledge inputs to our students. This mechanism looks in to the aspects of adherence to the University designed curriculum needs as well as Development and implementation of contemporary need based knowledge dissemination to address local, national and international issues.

While doing so Implementation of Quality of Education is the key indicator for us. Planning of each input curricular program is carried out meticulously indicating the goals to be achieved, responsible faculty, resource allocation and other vital planning factors.

To achieve the Vision, Mission and the objectives of Institute, the Director along with the HODs, IQAC and other academic committees carries out the planning exercise. The planning meetings are conducted at the beginning of the semesters. Along with the University Curriculum the focus is given on employability, entrepreneurship and skill development of the students. Designing of additional courses/programs/activities etc. to sensitize students to the important issues in the syllabus and above the syllabus is carried out in such exercises. The outcomes of the decisions are then intimated to the other concern members such as respective faculties, Computer Lab Technician, office if necessary. The monitoring documents such as academic calendars, roll calls, assignment sheets etc are prepared and used so as to have continuous evaluation of set goals.

Intermittent meetings with concern members is carried out by the Director as well as the HODs so as to observe the deviation if any. The curricular implementation process is kept flexible and deviation if found is addressed and necessary corrective measures are taken in the form of revised action plan.

Feedback is taken from the Students as well as Faculties at the term ends. At the same time feedback from the other stakeholders such as employers also is sought so as to verify the program outcomes. The Institute has a well designed system for Analysis of Feedback so as to monitor progress of the planned activities. The overall aim of all these activities is to ensure effective curriculum delivery.

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

1.2 Academic Flexibility

1.2.1

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

Response: 14

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

1.2.2

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

Response: 73.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
80	56	54	52	55

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Gender Equality: For maintaining equality among the staff and students, a cell for prevention of sexual harassment of women students has been instituted besides an anti-ragging cell is active. These committees take utmost care and provide support to girl students and the female staff. In addition the Institute has installed “Complaints, Suggestions and Grievances” boxes wherein students can lodge their complaints, suggestions and grievances. Concerned committees and their coordinators meet on a regular basis and issues are discussed to find solutions for making a better environment for women. International Women’s Day is celebrated every year.

Human Values:

Human values are which help us to live in harmony with the world. Students are familiarized with human values through the following courses that describe and discuss human values.

1. Principles of Management
2. Human Resource Management
3. Introduction to effective Communication
4. Introduction to Social marketing
5. Organizational Behavior

Environmental Awareness: Environment awareness is inculcated in students. Environment awareness and protection activities are undertaken in the neighboring areas jointly with the civic bodies. Some of the activities undertaken annually are mass tree plantation, preserving the environment and cleanliness drives. Environment day is celebrated every year with enthusiasm. Regular Green Audit, Energy Audit and Gender Audit are conducted regularly to monitor the activities of environment awareness.

Human Rights: Ample care is taken by the staff and teachers of the Institute to ensure that human rights are not violated at any time or any way. 'Human Rights Day' is celebrated to spread awareness of Human Rights and motivate everyone to make the proper use of basic rights.

Professional ethics: A course named "Professional Ethics and Social Values: has been included in the curriculum of the MBA programme. Professional ethics are taught to students as part of their holistic development. Besides following courses in the curriculum also inculcate professional ethics:

1. Advertising and Sales Promotion
2. E-business and E-Marketing
3. Business Ethics & Corporate Social Responsibility
4. Organizational Behavior
5. Business Environment
6. Corporate Governance

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 35.51

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

Response: 38

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 79.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
68	42	47	45	44

2.1.1.2 Number of sanctioned seats year wise during last five years

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 50

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	11	13	12	22

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

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

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 17.83

2.3 Teaching- Learning Process

2.3.1

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

Response:

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

Response:

Students' learning is largely influenced by their background, abilities, and other personal attributes. At VDCIMR, great emphasis is laid on learner-centered education through methodologies like:

Participative Learning:

Interactive Lecture Method:

Teaching aids to make learning an interesting experience such as presentations and videos are used. Pedagogies include group discussions, role plays, quiz, case studies, debate, extempore, and management games to make learning a knowledge-construction process.

Simulation Activity:

Simulation activity gives a real life experience on current market situation.

Foundation Course:

Students go through a Foundation Course to enable them to choose their subject of specialization in the third semester. This course is delivered by respective subject faculties.

Experiential Learning:

Internships:

Summer Internship Program mandated in Shivaji University, Kolhapur syllabus makes learning more individualized, creative, and dynamic. Summer Internship Programs are supported by the institute.

Projects useful in developing problem solving, research and analytical skills under the guidance of teachers for the Summer Internship Project (Semester III) are undertaken.

Social Responsibility:

Social responsibility is inculcated through various CSR activities conducted by students under the guidance of faculty members.

Guest Sessions:

Experts are invited to deliver Guest lecturers to augment the regular syllabi based teaching-learning process and bridge the gap between “Campus and Corporate”. This leads to linkages for research grants, MOU’s, entrepreneurial ventures, industrial visits, training, and placements.

Industrial Visits:

Industrial visits are organized with an objective to go beyond academics, and provide student a practical perspective on the world of work and help gain an insight regarding internal working of companies, learn practically through interaction, the working methods and employment practices.

Learning through Problem Solving:

Case Study Method:

Case method is considered as a robust student-centric teaching pedagogy. Case studies facilitate application of theoretical concepts and encourage the students to gain insight into real-life business situations. Cases relevant to the subject are discussed.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 80

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

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

File Description

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

Document

[View Document](#)

2.4.2

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

Response: 7.14

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

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

File Description

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

Document

[View Document](#)

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

2.5.1 Evaluation Process & Reforms

Response:

A continuous assessment system in each semester (also known as internal assessment/comprehensive assessment) is spread through the duration of course and is done by the Course faculty member. The continuous assessment provides a feedback on teaching learning process.

Suggested components for Concurrent Internal Evaluation (CIE) as per revised syllabus are:

- Case Study / Case – (Group Activity or Individual Activity)
- Class Test
- Open Book Test
- Field Visit / Study tour and report of the same
- Group Discussion
- Written Home Assignment
- Industry Analysis – (Group Activity or Individual Activity)

Subject faculties of all the divisions mutually decide one common format for concurrent internal evaluation at VDCIMR.

A sample structure of weightage for internal assessment of MBA semester I, are as shown as below.

Internal Midterm Test - 10 marks, Four (4) assignments given in syllabus (2.5 Marks to each Assignment) for 10 marks

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

Response:

Internal assessment is done by every subject faculty based on attendance, concurrent evaluation components and scores of end term examination.

Mechanism of internal assessment of concurrent evaluation components:

Faculty members responsible for teaching the same subject across all divisions unanimously decide the components to be selected from the SUK Prescribed components for the concurrent evaluation.

Mechanism of assessment of End Term Examination:

End Term examination is conducted as per the schedule prepared and displayed by the Internal Examination Committee.

Frequency of exams:

End term examination is conducted for first and second year students at the end of every semester for all courses.

Internal viva for SIP and Dissertation for second year students is conducted. University written examination is conducted by internal examination team under the University appointed Supervisor as per SUK norms.

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

Response:

MBA program comprises **Mechanism** SUK has introduced online system for examination related activities for students as well as colleges. Students apply online for photocopy and revaluation of answer sheet. The institute appoints College Exam Coordinator (CEC), senior supervisor, custodian, assistant to senior supervisor online examinations. If students have any query regarding online exam form, university exam time tables, hall tickets, online and photocopy of mark sheets, then they approach office clerk or College Exam Coordinator (CEC) and such complaints college login id. Grievances related to downloading of online question papers, errors in question papers, printing errors in barcode resolved by College Examination Coordinator through college login or through official telephonic contact.

An internal squad comprising of senior faculty members is appointed for avoiding unfair practices during examination. CCTV cameras are used for monitoring the online examinations.

Follow-up is taken for revaluation results and updated revaluation results and letters received to the college Mark sheets are distributed by the office clerk by keeping proper record.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

2.6.1 Program outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website.

Response:

VDCIMR is affiliated to Shivaji University, Kolhapur and runs MBA Program. Institute's Vision, Mission and Objectives clearly state learning outcome of the program. Outcomes are usually expressed as knowledge, skills, or attitudes. These are communicated to the students through institute's prospectus, a series of lectures, notices, classroom activities and in guest sessions organized for the students. Faculties are expected to understand and explain the topics in a lucid manner through lectures, by explaining course content, reference books, and examination pattern along with learning outcomes. The Outcomes are also supplemented by tutorials and extra-curricular activities. The University syllabus consists of the specific program outcome along with each course outcomes, which is revised at regular intervals e.g. 2016 pattern and current 2019 pattern. Each course in the syllabus has specific outcomes and accordingly lesson plan is created for each subject and shared with students.

Program Name – MBA

Program Educational Outcomes	Program Specific Outcomes	Course Outcomes
Managerial decision making through the application of knowledge of management discipline.	This is a two year program. In the first year all the general subjects are discussed as mentioned in Shivaji University, Kolhapur course structure. This gives general knowledge about the management subjects to students.	There are many courses offered under the affiliated Shivaji University, Kolhapur MBA program. Each course's outcome is discussed by their respective specialization faculties. Each course has different outcome depending on the specialty of

<p>Set up business enterprise and manage diversified growth of entrepreneurship.</p>		course.
<p>Program Outcomes</p>		
<p>Recognize the functioning of business opportunities involvement of business enterprises and exploring the entrepreneurial opportunities.</p>		
<p>Develop incubation center and entrepreneurship development center for students who intent to take up start up or grow existing business.</p>		
<p>Develop skills on analyzing the business data application of relevant analysis and problem solving.</p>		
<p>Demonstrate a global outlook with the ability to identify aspects of the global business and cross cultural understanding.</p>	<p>In Second year, students can choose the specialization subjects from pool of available subjects in Shivaji University, Kolhapur syllabus e.g. Marketing, Finance, HR etc. The learning outcomes are related to the particular functional areas.</p>	

Identify the contemporary social problems, exploring the opportunities for social entrepreneurship, designing business solutions and demonstrate ethical standards in organizational decision making.		
Develop effective and oral communication especially in business applications, with the use of appropriate technology.		
Collaborate and lead teams across organizational boundaries and demonstrate leadership qualities, maximize the uses of diverse skill of team members in the related context.		

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

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

Response:

The institute ensures achievement of the program outcomes and course outcomes by facilitating students. Institute uses different means such as notices, verbal communication, and class–room interaction to communicate the program outcome with best achievable technique to students. While conducting the courses, institute evaluate the attainment of program outcomes, program specific outcomes and course outcomes by various means mentioned below:

Innovations in Summer Internship Project provide opportunity to students to work with national and international companies to inculcate the leadership qualities in global business environment.

Students' participation in various Co-curricular and Extra-curricular activities help them to develop proactive thinking by learning the ethical values along with right attitude, knowledge and skills, to make them competent in business eco-system.

Guardian Teacher (Mentor) observes the progress and performance of students in Shivaji University Examinations to see the practical and theoretical aspects learnt in different functional areas of management. The attainment of objectives is also evaluated on the basis of number of jobs offered to students to make a contribution in economic and social prosperity of the nation.

Students are motivated to undertake business research and to showcase their business acumen in events that inculcates the entrepreneurial skills among the students. Institute provides effective learning to students and evaluates the attainment of outcomes by using various tools such as Case Study / Caselet, Class Test, Open Book Test, Field Visit / Study tour, and Group Discussion, Role Play, Written Home Assignment, Industry Analysis, Quiz/MCQs etc.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 72.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	35	22	7	20

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	41	25	16	35

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.95

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Research Policy of the Institute

Policy and guidelines:

- Faculty members of Vishwakarma Dadasaheb Chavan Institute of Management and Research (VDCIMR) are expected to undertake research projects leading to quality publications in peer-reviewed journals.
- Research / collaborative project proposals should be screened and assessed at the college level before submission, as a part of our policy on quality assurance.
- Publication output of the faculty should be enhanced.
- A database of research work and projects undertaken by faculty should be maintained.
- Inter disciplinary / interdepartmental research projects should be encouraged.
- Workshops and seminars to promote a research culture on campus and to make the faculty aware of the need to keep away from malpractices and plagiarism should be organized by the research

committee and departments.

- Students should be encouraged to undertake research activities.

One of the best practice of the Institute is establishment of 'Research Forum' Research forum is a platform provided to the faculty and students to share their research work and research interests. Faculty and students both alike use this platform to present their research papers and share experiences gained through attending conferences and seminars. The objective of the practice is to set a research culture amongst the faculty and student. Research papers and other research inputs are shared by the faculty and students of the Institute through the activities of the forum. The research forum meets every last Saturday of the month. The agenda is notified to all concerned well in advance. The outcome of this practice is that the students were motivated to participate in the forum and present their research interests and papers. Eventually the response from the students has significantly improved and there has been expected participation from students and faculty.

List of Patents Published

Our faculty member Ms. Aparna Sawant and Ms.Shital Chavan has registered a patent on AN ARTIFICIAL INTELLIGENCE SYSTEM IN FINACE AND FINACIAL MARKET and Ms. Aparna Sawant has registered a patent on A METHOD AND SYSTEM FOR LEVERAGING ARTIFICIAL INTELLIGENCE IN MARKETING, CONSUMER RESEARCH, AND PSYCHOLOGY

IPR

A Faculty Development Programme (FDP) on Intellectual Property Rights was conducted in the Institute. As a result awareness has been created among academic and non-academic staff, students, and Ph.D. scholars. With the aid of outside agencies, guidance has been provided regarding the practices on intellectual property rights and obligations within the framework of the IPR regime.

Indian Knowledge Systems (IKS)

Indian knowledge systems have developed through thousands of years with a solid base in Indian culture, philosophy, and spirituality. Ayurveda, Yoga, Vedanta, and the Vedic sciences are all knowledge systems that have applications in the present world.

As part IKS the birth anniversary of Swami Vivekananda is celebrated on 12th January. The day is observed as National Youth Day. This day celebrates his ideas on how the youth should work hard and contribute to their country's overall development.

The International Yoga day on 21st June is observed in the Institute by conducting Yoga training given by a competent Yoga acharya.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 40

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	6	11	11	11

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	0	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.89

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

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

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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

Response:

Extension Activities: Community service and social extension activities are again the strength of the Institute. The Institute tries to instill human values through extension activities in order to fulfill its mission and goals. The students of the Institute participated in 40 extension and community service activities in all, with a focus on social extension, environmental conservation, health awareness, gender sensitization, and human values. On average, 60% of students took part in extracurricular activities organized jointly with the local civic bodies of Masur Nagar Panchayat and Malwadi Gram Panchayat. The students are linked to the Lions Club of Masur as a part of the social work training. The students perform street plays on various social issues in society. Especially during Industrial Safety Week, the students are invited to perform street plays in their organizations to promote safety among the workers. During natural calamities such as floods, the students coordinated with the Collector's Office to provide help and relief to the flood-affected families. During Ganesh Festival and Diwali, the Institute takes the lead in promoting concepts such as Eco-friendly Ganesh idols and pollution-free Diwali

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Our founder and chairman, of Dhanalaxmi Foundation, Karad, Hon'ble Shri Diliprao Dadasaheb Chavan has received an award and citation from the Forest Department, Govt. of Maharashtra, for having developed this educational complex without cutting any existing trees. On the contrary he has personally supervised the plantation of hundreds of fruit bearing trees like Mango, Chickoo, and Amla. Besides this plantation, and herbal garden, Teak trees have been planted the boundaries of the 5.16 Acre campus. The greenery around the campus has made the Institution a landmark in the region, which people easily identify.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 32

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry,

community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	13	16	3

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 23

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Institute is situated on a sprawling 5.16 acres of land, with the Institute building measuring 4264.37 cm Sq.Mts. It has a Director's cabin, an administrative office, a library, reading rooms, a girls' common area, a staff room with cubicles, seminar rooms, lecture halls, and more. A Multipurpose hall, Exam room, IQAC room, and sports equipment room are also housed in the Institute building. The Institute is able to provide regular classes since there are enough classrooms. The same are also used for exams, contests, mentorship sessions, training programmes, and certificate courses. The main building has a canteen building attached to it. The Institute provides hostels for both boys and girls with contemporary amenities. Green plantations and lawns surround the Institute building, which is surrounded by greenery.

Library

The library's collection consists of 1765 reference and 371 text books, 12 periodicals, 31. E-books, 21,332 e-journals, the digital data base N-List, CDs and videos, and e-resources produced by academics (institutional repository). The reading room in the main library may hold more than 64 students at once. The library is now digital thanks to modern technologies. The library provides electronic books and publications from N-LIST and Shodhganga for advanced academic studies and research. The library offers reprography, a water purifier, and environmentally friendly LED tubes and lighting. Sanitizers, termite repellent, and fire safety devices are also present.

An automated Library Management System (LMS) is used in the Institute's library. It includes modules for managing books, barcoding books, adding books, issuing borrower cards, circulating books, managing OPAC catalogues, and managing administration. The stock verification report makes it simple to track the price history and other information using the ILMS to withdraw or write off damaged or lost books. This programme provides data about visitors and distributes reading material.

Computer Lab:

The Institute has a total of **80** computers. The Institute computer laboratories contain 64 computers. The PC have Core 2 Duo processors, 2GB of RAM, and 320 and 500GB of HDD. They have a fibre optic Internet connection, which offers amazing browsing, updating, and downloading speeds along with

protected antivirus capabilities. Server computers are available in the computer lab. The server computer has an i3, 2.10 GHz processor, a 500GB hard drive, and 8GB of RAM. Students can use computers and transfer data with ease thanks to the labs' connected LAN connections. In labs, there is also a printing facility. The labs also has LCD projector, which is useful for PPT presentations, video lectures, and demonstrating the digital components that are present in the lab **16** Computers are utilized for administrative and office tasks.

Sports and Games

Since the Institute has abundant land for sports infrastructure, indoor and outdoor sports facilities are available. For the all-round development of the students, the Institute encourages the students to take up an outdoor sport or game.

Infrastructure for Cultural Activities

For cultural events, there is an auditorium and an outdoor theatre. Institute-level cultural events are planned and overseen by a committee of senior faculty. The annual social gathering and farewell events are well-liked events. The Institute is equipped with a sound system that includes an amplifier, loud speakers, and microphones, as well as all the essential public address equipment.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 1.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.42045	0.65	0.91465	1.79498	1.51331

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

- library of Institute was established in 2010, since then library has made consistent progress in terms of collection of books, periodicals, e-resources and services.
- College library has furnished space of 126.09 square mtr. Area providing open access facilities which help easy access and which is Partial automated
- Study room is available for students during 9.30 am. To 5.30 pm.
- Library has total 2145 text and reference books, 12 national Journals,international 2 and 4 newspapers.
- Library is having active membership of NDLI. J-Gate e-journals provide 53000 online e-journals + e-books on various subjects having user ID and Password based facility for faculty and students. Electronic Resource Management package for e-journals available through NDLI.
- Separate library cards are issued to students for issuing text books, reference books and journals. Separate 2 computers provided to library users for searching books on Online Public Access Catalogue (OPAC)
- Library has good number of CD/DVDs collection providing e-learning environment to interested readers and are used in actual teaching.
- College has purchased library management software named AutoLib. College paid Rs. 106000/- annual maintenance contract (AMC).
- Its version is cloud base, which facilitates automated book circulation; book accession, user administration, generation of all types of reports, barcode and library user cards.
- OPAC is available for users and two computer is made available at entrance for this purpose.

Following facilities are available in library:

- Printer 01

- Bar Code Printer 01
- Bar Code Scanner 01
- Xerox Machine 01
- Services Partially automated
- Total number of computers for public access 02
- Internet band width / speed 100 MBPS
- Question bank hard copies
- OPAC deals with Catalogues and Searches, books present in Library can be searched on basis of various criteria like, Title, Author, Subject, Place of Publishing, Publisher, Year of Publishing, Classification Number, ISBN No., Editor, Translated Books and Document Type Catalogue, with exact details and status of books present in Library.
- Free internet facilities made available to students.
- Staff and students can access free e-books and e-journals.
- Manual system is also applied for maintaining Library record.
- New arrivals of books and journals are displayed on separate stands and racks.
- Study room facility is made available to Alumni for preparation of competitive exams.

5 computers used for following:

- OPAC 02
- Circulation of Books 01
- Library Administration Work 01
- Server 01

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Institute has a total of 80 computers. The Institute computer laboratories contain 64 computers. The PC have Core 2 Duo processors, 2GB of RAM, and 320 and 500GB of HDD. They have a fibre optic Internet connection, which offers amazing browsing, updating, and downloading speeds along with protected antivirus capabilities. Server computers are available in the computer lab. The server computer has an i3, 2.10 GHz processor, a 500GB hard drive, and 8GB of RAM. Students can use computers and transfer data with ease thanks to the labs' connected LAN connections. In labs, there is also a printing facility. The labs also has LCD projector, which is useful for PPT presentations, video lectures, and demonstrating the digital components that are present in the lab **16** Computers are utilized for administrative and office tasks.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 1.67

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

Response: 64

File Description	Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 5.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
7.84438	2.3347	6.81294	6.17181	3.81976

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 83.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
95	76	54	47	64

File Description

Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 39.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	20	12	36	56

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

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 46.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	22	14	6	14

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	41	26	16	35

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

5.2.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 11.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	9	10	18	15

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

5.4 Alumni Engagement

5.4.1

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

Response:

Vishwakarma Dadasaheb Chavan Institute of Management and Research Alumni Association is a registered Alumni Association under the Societies Registration Act. It was formed on 12th March 2019 at The Assistant Registrar of Society, Satara Region. Registration No: Mh-16684 / Satara under Societies Registration Act 1860. VDCIMR and the Alumni association jointly believe in creating and maintaining association with its alumni. The Alumni Association provides an interface for establishing a link between the alumni, staff, and students of the institute. VDCIMR alumni are currently working at various positions all over the globe and proving their mettle in all spheres of management. The Alumni Association Contribution through various means:-

- The Alumni association arranges guest lectures by our alumni to the students on industry

expectations, new methods and practices adopted by the industry and how to prepare for interviews. Essentially, the Alumni share aspects that are a gap between theory and practice. Placement opportunities, fieldwork, human behavior aspects, etc. are also some of the important topics discussed by the alumni and present students.

- Alumni support in organizing the various industry orientation visits. Many alumni are working as HR managers in various reputed organizations in and around Satara, Pune etc.
- Alums are offering live projects to our students of MBA. They recommend and provide placement support for the final placement of passing out students.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

6.1.1 Effective leadership in tune with the vision and mission of the institution

Response:

Authorities and Responsibilities are allocated across the hierarchy of VDCIMR (6.2.2 criterion) for effective management and decentralized governance in a controlled manner.

The Purpose of VDCIMR Governance to achieve calibrated improvement in quality of technical education at PG levels by building on existing strengths and exploiting the emerging opportunities.

The Vishwakarma Dadasaheb Chavan Institute of Management, Malwadi Masur is run by Dhanlaxmi Foundation, Karad. The parent institution founded by the Dilipbhau Dadasaheb Chavan on 2010 for educational upliftment of socio-economically backward section of Maharashtra. MBA course started with permission of Shivaji University Kolhapur, DTE Government of Maharashtra and AICTE New Delhi and created its own entity as VDCIMR Malwadi Masur with the sole purpose of providing quality oriented higher education to rural youths from socially and economically disadvantaged sections.

The Institute is focusing its education to:

Girls Education

Education to rural and downtrodden stratas

Competition with global standards

All round development of personality of students.

Institution (VDCIMR) Vision and Leadership

VISION:

To be a Centre of excellence for imparting management education to prepare business leaders and entrepreneurs

MISSION

Our mission is to impart and disseminate knowledge to the rural students, through innovative and flexible higher education. This knowledge must become an asset in building his/her career. Contribute to corporate world by preparing future managers with global mindset.

OUR GOALS

- Provide management education of the highest standard through value based teaching and learning by integrating innovative practices
- Inculcate social values and understand the social impact of management education.
- Equip rural students with entrepreneurship, leadership and business analytical skills to adapt to present global scenario and make the best of the career opportunities
- Inculcate strong belief in hard work and dedication among the rural youth in order to make them responsible citizens of India.
- Create future captains of industry with innovative, entrepreneurial and leadership skills.

The Institution Practices decentralization and participative management.

Response:

- Shree Dhanlaxmi Foundation, Karad is the parent body that has established VDCIMR.

The chairman of Shree Dhanlaxmi Foundation, Shri Dileep Bhau Dadasaheb Chavan is also the chairman of the Institute. Shri. Amit Dileep Bhau Chavan is the secretary of the Institute.

- Governing council is the governing body of the Institute.
- A Local Management Committee (LMC), which normally meets four times in a year approves the annual budget, financial statements, admissions and any new policy matter placed before it for approval.
- Academic Development Committee (ADC), comprising of the director and faculty members with two student representatives, prescribes a roadmap and general guidelines for quality policy to create a conducive environment for teaching-learning processes
- The Internal Quality Assurance Cell (IQAC) of the Institute was constituted on 22nd November 2022. The IQAC monitors and evaluates all mechanisms of academic and administrative processes
- Faculty is actively involved in academic decision making process.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

6.2.1 The institutional perspective plan is effectively deployed

Response:

The Institute's perspective plan is an outcome of several deliberations during regular monthly meetings of the faculty and the IQAC, which meet separately. Besides meetings of important committees through their coordinators give important inputs that go into the perspective plan. The faculty members put forth their suggestions as regards various activities both curricular and co-curricular. The Institute's IQAC, which was established in November 2022, is the think that prepares the perspective plan.

The Vision, Mission and Goals of the Institute are reflected in the Institute's perspective plan. The plan essentially covers areas like curricular enrichment, reforms in teaching, learning and evaluation, promotion of research culture, student support services, community and extension activities, efficient and transparent administration, functioning of IQAC, staff empowerment and welfare. The proactive Management of the Institute is inclusive in its approach and ensures participation of other stakeholders while formulating policies and action plans.

The faculty of the Institute is well aware of its role in working out a strategic plan for a five-year period. The faculty identifies the emerging areas in their respective specializations that need to be adopted as part of the curriculum. As a result suggestions and proposals for new add-on courses were received and introduced. These add-on courses keep the students abreast with the latest development in technology and industry practices.

Functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Governing Council –

Governing Council plans the academic, administrative and infrastructural growth, and enables college to foster excellence in curricular, co-curricular and extra-curricular activities.

Local Management Committee-

Director with the participation of other member & faculty responsible for setting the vision, strategizing perspective plans, initiating innovation related to sustainability and growth of an institution.

Academic Development committee- The Academic Development Committee look into 3 departments that are include Academic department, Support service unit & Administrative office. Initiates plans and supervise various activities that are necessary to increase the quality of the education imparted in the institution.

Academic department-

Academic Department is primarily responsible for teaching & evaluation along with research, mentoring and other related aspects.

Support service unit –

Library and Computer Lab are support service units of Institute. Library is the heart of any Institute. There are more than sufficient number of Reference books as well as journals and E-library facilities available in the library.

Well-equipped computer lab with language lab is supporting students for advanced knowledge.

Administrative officer –

In Administrative office Clerk and Accountant are responsible for Administrative related work

Clerk- Is responsible for establishment record of Admission related, Students documents, Scholarship data, examination etc.

Accountant-Maintain records of student's tuition fees, exam fees, faculty payments etc.

Service Rules, Procedures, Recruitment and Promotional Policies

Service rules, procedures, recruitment, promotional policies are as per Maharashtra Universities Act. 1994 and 2016, Rules and Regulation of Government of Maharashtra and the affiliating university.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System for Teaching Staff

Response:

Performance appraisal is taken at the end of the academic year. General information of teachers has been given in this. All faculty members fill up the appraisal forms for annual self-assessment and then it is checked by the director. The performance of teachers is evaluated every year using the following factors

General Information of teaching staff:

1. Faculty Personal Information

1) Full Name:

1. Qualification:

2. Department:

3. Designation:

4. Residential Address:

5. Contact No.:

6.Mail ID :

7.Whether acquired any degree or fresh academic qualification during the yr.? YES/NO

2) Teaching, Learning and Evaluation Related Activities

i) Classroom teaching lectures, seminar (As per allocation)

ii)Tutorials and Practicals,Field work, Project Supervision

iii) Examination Duties

iv)Innovative Teaching

3) Co-curricular, Extension, Professional Development Related Activities

1.Student related co-curricular, extension and filed based activities.

2.Contribution to corporate life and management of the department and institution through participation in academic and administrative committees and responsibilities

3.Professional Development activities

4) Research and Development

5) Leave Details

6) Remark by HOD

Remark by Director

Performance Appraisal System for non-teaching Staff

Performance Appraisal form of non-teaching staff also check by Director & Management .In this form they check their discipline, punctuality, accountability, technical knowledge, administrative skills, emotional integrity and behavior pattern. This confidential report submitted by Head of department to management.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 64.29

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 10.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	3

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

6.4.1: Institution has strategies for mobilization and optimal utilization of resources and funds from various sources

Response:

Mobilization of fund

The institute mobilize funds from students fees collected. Admission fee collected from the students is the sole components of funds mobilization.

Utilization of resources

Director and Account department head prepare annual budget .Accordingly utilization is done as per the requirement.

- 1.Salary of staff
- 2.Employee Welfare
- 3.Subscription to E-Journal
- 4.Workshop Expenses
- 5.Internet Expenses

Institution conducts internal and external audits regularly

Response:

At VDCIMR regular internal and external financial audits as per the mandate of the state government are conducted. The Management has appointed an approved chartered accountant firm to audit the financial

accounts of the Institute annually. Certified financial statements for the year are prepared after the audit by the chartered accountant.

The mechanism for Internal Audit and External Audit is as follows.

Internal Audit:

Internal audit is a continuous process to verify and pass each and every day to day financial transaction. Hence the initial stage of internal audit is carried out in the Institute itself by the Accounts Officer (AO) and his assistants appointed by the Institute. The AO closely monitors income & expenditure. He scrutinizes and verifies the financial data, which is once again scrutinized by the Director for clarity, accuracy and authenticity. The AO prepares the provisional financial statement for the year. These statements are submitted to the Institute's Chartered Accountant for conduct of external audit and preparation of final financial statements.

External Audit:

The appointed Chartered Accountant firm conducts the annual statutory (external) audit at the end of the financial year. A detailed audit procedure is followed by the auditor. Revenue and capital expenditures are audited along with verification of supporting bills, invoices and vouchers of all financial transactions. Receipts issued by the Institute under different heads are also verified.

- Purchase Registers, Dead Stock Registers /Accession Register are physically verified with the immovable assets.
- The statements of various scholarships granted by the state government and received by the Institute and the students are verified and approved by the auditors. The audited financial statements are also submitted to the state government departments / agencies.
- Statutory external audit and assessment of Income-Expenditure and Receipt-Payment is also done by Chartered Accountant.
- The audit objections/compliances, if any, are handled by the Accounts Department of the Institute.

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &

methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

IQAC has contributed for the quality assurance strategies and processes.

Response:

The IQAC of the Institute was established in Nov. 2022. However the before the IQAC came into being, the Academic Development Council comprising of all the faculty members, was the forum responsible for institutionalizing quality enhancement practices. Driven by the Mission and Goals of the Institute, the ADC put forth and implemented the following strategic practices.

1. Research Thrust

Faculty member are encouraged to pursue M.Phil. and Ph.D. besides publishing research papers in peer reviewed journals.

Another practices introduced by the ADC is the establishment of a **Research Forum**. Under the banner of the Research Forum the faculty and the students are encouraged to present their research interest and research papers in the forum.

1. Add-on Skill Enhancement Certificate Courses

The IQAC/ADC, keeping in line with the Institute goals has been regularly introducing add-on courses in the last 5 years to enhance the skills of the students. it have succeeded in increasing the job potential of the students.

1. Learning Management System

Another practice institutionalized by the IQAC is the LMS. The Institute's website provides link to the LMS. The students are given access to this link. The LMS provides the students with course wise lesson plans, study material in the form of PDF, PPT resources. After the end of each unit of the course the respective faculty member is able to give assignments that are submitted online by the students. The LMS played a very important role during the pandemic period when classroom teaching was not possible. Google meet and Zoom were the platforms for online lectures adopted by the faculty members as per the lecture schedule.

Other Research initiatives by IQAC

Faculty members are encouraged by providing financial support for attending National and International Workshops etc., to enhance research skills. Also supported with infrastructure, information technology enabled services like LAN, Wi-Fi, Personal Computers to carry out research activities

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

Response:

The academic process of institute is directed by Academic Advisory committee where IQAC gives suggestions to Academic Advisory committee for development and enrichment of Teaching-learning process. At VDCIMR one of head of AAC is member of IQAC to maintain the proper link between the both committees.

Initiation of Academic Process

Academic-Calendar: At the beginning of Academic-year there is practice of preparing Academic Calendar for semester so that all academic-events can be scheduled in a systemic way

Time-Table: Once the Academic calendar is prepared the next step is preparation of timetable for both of the semester accordingly as per guidelines given by university.

Session-Plan: after declaration of academic timetable this is now task of subject teacher to prepare session plan for their concerned subject and get it approved by the Academic Head

Student development programme: Student Development programme are planned and executed

Assignments-Submission: As per sessions-plan the assignments given to students should be collected within prescheduled timeline.etc.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Response:

Gender sensitization is a significant topic in all of the institute's programmes. Safeguarding and security are among the different gender-sensitization initiatives.

The institute has security staff on duty around-the-clock. Additionally, the institute has set up a campus-wide surveillance system. This includes both indoor and outdoor space. To handle complaints involving female faculty members and students, a cell for prevention of sexual harassment has been established.

Women's studies courses and programmes that promote gender equality

On-campus events like International Women's Day, guest lectures, and workshops on sexual harassment and the legislation are organized to encourage gender sensitization. A periodic gender audit is done. The institution hosts the following events to support the holistic development of girls:.

1. Programmes for gender awareness
2. Events pertaining to health and hygiene
3. Yoga and mindfulness retreats
4. Special lectures on constitutional principles and women's rights
5. Taking part in cultural and athletic events
6. Employability improvement initiatives
7. Taking part in recruitment efforts
8. Initiatives to promote entrepreneurship
9. International Women's Day and Savitribai Phule Jayanti festivities

Counseling :

Many female students benefit from the formation of a cell for prevention of sexual harassment. All the lady faculty members serve on the committee. The committee members are advising / assisting the female student community on their challenges.

Common Rooms

The Institute offers a separate common area with amenities including tables, chairs, lights, and fans for the Institute's male and female students. Male and female students have separate washrooms on campus, which are well-equipped.

Academic improvement, increased involvement in extracurricular activities, selection in recruitment drives, and business endeavors by girls are all signs of the success of the various programmes.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document

7.1.3

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

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives

4. Beyond the campus environmental promotion activities

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

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

Response:

Our institutional core values, gender equality, and social service establish the character of the institution in accordance with the national values. These principles are attempted to be instilled in students.

Cultural: The college upholds cultural diversity through events like "Unity in Diversity," which highlighted the cultures of several Indian states. Students are encouraged to participate in annual social events as representatives of many cultures. Students typically dress traditionally on Traditional Day, which is observed on Makar Sankranti, to commemorate cultural variety. **Regional:** Majority of the students and staff come from the same region. Hence very little diversity is seen.

Linguistic: Once again majority of the students' mother tongue is Marathi very few students' mother tongue is Gujarati or Marwari or Hindi. Traditional day celebrations witness speeches or songs in different languages.

Communal: The college holds talks to raise awareness of topics that specifically affect minority populations as part of its inclusivity efforts. For instance, talks by representatives of ethnic communities are scheduled.

Socioeconomic: The majority of the students come from a farming background. Workshops on greenhouse technology and organic farming are organized to introduce students and farmers to modern farming techniques.

The institution plans national holidays and the birth anniversaries of famous Indian people. On these days, essays and speech competitions based on influential Indian individuals are occasionally held in order to disseminate the ideas and works of these individuals. This aids the faculty and students in understanding the value of national integrity in the nation as a whole and their particular roles and societal responsibilities.

1. Flag-hoisting, which is a great event characterized with the flag hosting by the Chief Guest, who is invariably a Ex-army personnel, is one of the ceremonial activities held to celebrate Republic Day on 26th January and Independence Day on 15th August.

2. We enthusiastically observe Teacher's Day on 5th September, which is the birth anniversary of Dr. Sarvpalli Radha Krishnan. The students organize activities for the professors and share their opinions on the value of education in advancing society.

3. Despite the fact that Mahatma Gandhi Jayanti Day has been designated a national holiday, schools celebrate the birthdays of Lal Bhadur Shastri and Mahatma Gandhi with image poojans and swachata Abhiyan activities.

4. 31st October is observed as National Unity Day in honour of Sardar Patel, whose birthday is known as Ekata Divas.

Additionally, the Institute commemorates or sponsors the following holidays, as well as the birth anniversaries of people of national fame:

- Lokmanya Tilak's birthday on August 1st, we commemorate the birthday of Lokmanya Tilak our independence fighter.
- International Women's Day on 8th March
- Abdul Kalam's birth anniversary 15 August, which is observed as Students Day
- June 21st International Yoga Day
- June 5th as World Environment Day
- 1st May as International Labor Day and Maharashtra Day.
- Birth anniversary of Savitri Bai Phule Jayanti, observed on 3rd January as Women Empowerment Day and
- April 14th as Dr. B. R. Ambedkar birth anniversary

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice-I:

INDUSTRY-INSTITUTE-INTERFACE: This practice aims at bringing in an effective partnership between the Institute and the industries around. It also aims at inculcating entrepreneurial skills among the students and enables the students to bridge the gap between theory and practice/application.

Objective of the practice: To motivate the students and faculty to take up research and consultancy in areas relevant to the development of industries.

Description of the Practice:

The Institute has started a cell called as INTERFACE under which several industrial units have signed a MOU for collaborative research projects. Any other industrial unit, business establishment or entrepreneur may approach the Institute for consultancy and joint projects. Experts from the industry are also welcome to address the students through guest lectures.

Evidence of Success:

This practice has been implemented recently.

Problems Encountered and Resources:

The faculty members and students involved in this activity need to be trained in the relevant areas. This activity needs wide publicity on which its success depends. Resources required are the funds required for traveling, stationary and documentation. Additional time devotion from the Director and faculty members

Initiator of the Practice:

IQAC of the Institute

Best Practice-II

RESEARCH FORUM:

Research forum is a platform provided to the faculty and students to share their research work and research interests. Faculty and students both alike use this platform to present their research papers and share experiences gained through attending conferences and seminars.

Objective of the practice:

- To set a research culture amongst the faculty and student.
- Students can take advantage of research opportunities at Indian institutions as well as those abroad by being exposed to current advancements in their specialized disciplines.
- Encourage students and the faculty alike to present research papers at conferences and seminars held at the state, national, and worldwide levels.
- Provide financial aid to students for attending conferences and workshops.

Description of the Practice:

In order for students to be able to contribute to the advancement of our country, HEIs are expected to prepare them as researchers and innovators. Despite being located in a remote area, our Institute has been working tirelessly to encourage students to develop a passion for conducting research. Research papers and other research inputs are shared by the faculty and students of the Institute through the activities of the research forum. The research forum meets every last Saturday of the month. The agenda is notified to all concerned well in advance.

Evidence of Success:

The students were motivated to participate in the forum and present their research interests and papers. Eventually the response from the students has significantly improved and there has been expected participation from students and faculty.

Problems Encountered and Resources:

Initially, the students did not participate in the activities in the expected numbers. They were afraid of interacting with the faculty and the head of the Institute. The resources required is a few extra hours of dedication from the faculty, staff and students.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The vision of Vishwakarma Dadasaheb Chavan Institute of Management and Research (VDCIMR) a rural-based Institute, is to “To be a center of excellence for imparting management education to prepare business leaders and entrepreneurs”.

Our mission is to impart and disseminate knowledge to rural students, through innovative and flexible higher education. This knowledge must become an asset in building his/her career. Contribute to the corporate world by preparing future managers with a global mindset.

95% of the students who enroll in VDCIMR come from farming households, primarily from lower socio-economic strata. Three key areas are being prioritized by the institute: high academic standards, psychological balance, and social responsibility. These three objectives are crucial since many of the students who enroll in the institute are from rural backgrounds and want to pursue higher education; most of them are making their first tries at post-graduate school. Their upbringing contributes to their poor communication abilities, lack of self-assurance, and lack of social problem awareness. The actions listed below are how the institute carries out its vision:

Scholarships: More than 80% of the students enrolled get scholarships from the Govt. of Maharashtra under various schemes. Thus enabling students from rural backgrounds, to undertake post-graduation in Management education. This has resulted in transforming their family life after these students have succeeded in securing well-paying jobs in industry.

Strong Academics: The Institute carefully designs the specifics of a high-quality education because the students who enter have varying levels of academic diversity and aptitude. Our well-qualified faculty help the students. The students can attain academic understanding on a level with that of any prestigious institution by utilizing high-quality content and instructional approaches in addition to robust academic scrutiny procedures.

Personality Development: The institution's counseling and mentorship program assists students in overcoming their financial difficulties, family problems, inferiority complexes, etc., so they can compete with others. A faculty member has about 20 students to focus on and provide guidance for. These counselors examine a student's academic achievement and any social or family problems that might interfere with their studies. They strategize, offer guidance, and put corrective measures into action to help the students on all fronts. The smarter students are given the responsibility of mentoring the less capable ones.

Co-curricular and Extra-curricular Activities: For the students' overall growth, sports, art, and cultural events like Public Speaking, Management games, and other skill enhancement programs are organized. For the purpose of coordinating artistic and literary events, there is a dedicated Student Activity Committee. The student's involvement in SAC activities aids in their development as leaders.

Social Responsibility: The Institute hosts several cultural activities all year round. By providing all the necessary inputs, the institution organizes national holidays like Independence Day, Republic Day,

Teacher's Day, Gandhi Jayanthi, etc. in a very meaningful way. Every year, the institution hosts a 'parent-teacher meet' when parents are felicitated to instill the culture and foster pride in the parents. The institute's philosophy strives to treat every parent and student equally, regardless of their background, with the utmost dignity at all levels, from admission to convocation. The students are given tasks and projects that need them to categorize social issues into three to four layers. Understanding their family's position and respecting their parents' work. Understanding neighborhood issues. Understanding regional and national issues as well as technological and cultural trends. Addressing genuine social issues through outreach programs, particularly in education, health, and other amenities like sanitization and cleanliness.

The success of Efforts: More than 90% of students find employment through on-campus or off-campus recruitment. While some undertake self-employment by starting their own businesses. Some are also hired for positions at higher levels. They later achieved high levels in their careers thanks to the organization of events on campus and entrepreneurial initiatives.

It is significant to note that some of the students, who were admitted with very low communication and confidence levels, went on to become highly successful anchors, orators, leaders, etc., thanks to the training they received in the institution.

With the aforementioned efforts, the Institute is pleased to be able to provide rural students in economically underdeveloped communities with access to quality education. In addition, this is the primary priority of the Indian government, one of NAAC's fundamental principles, and the guiding principle of statutory organizations like UGC and AICTE.

Since its founding, VDCIMR has enabled its students in securing the post-graduate qualification in management of MBA to more than 700 students, which has improved the quality of life for that many families in the area.

5. CONCLUSION

Additional Information :

The Vision, Mission and Goals of the Institute are reflected in the Institute's perspective plan. The plan essentially covers areas like curricular enrichment, reforms in teaching, learning and evaluation, promotion of research culture, student support services, community and extension activities, efficient and transparent administration, functioning of IQAC, staff empowerment and welfare. The proactive Management of the Institute is inclusive in its approach and ensures participation of other stakeholders while formulating policies and action plans. The faculty of the Institute is well aware of its role in working out a strategic plan for a five-year period. The faculty identifies the emerging areas in their respective specializations that need to be adopted as part of the curriculum. As a result suggestions and proposals for new add-on courses were received and introduced. These add-on courses keep the students abreast with the latest development in technology and industry practices.

Maintenance of Campus Infrastructure:

Institute adheres to the norms and procedures for upkeep. The accounting department, in cooperation with the Director, creates the financial allocation for physical facility maintenance at the start of the fiscal year. The ADC / IQAC receive requirements from the committee coordinators and the librarian. A budget for the Institute's academic year is created in light of this. The LMC is presented with the budget. Following discussion and verification, the LMC, in collaboration with the Academic Development Committee (ADC), accepts the proposal. After requesting quotes from vendors and placing orders with them on competitive terms, purchases are made. 50% of the annual budget (excluding salaries) is spent on augmentation and maintenance of the Institute's infrastructure.

Concluding Remarks :

In conclusion it may be stated that the curriculum as designed by the University and the skills enhancement add-on courses conducted by the Institute, offer adequate flexibility in choosing their specialization and skills enhancement courses. A feedback system is in place in the Institute. Wherein, feedback on the curriculum, faculty and administration/ambience is obtained at the end of each year.

According to the institution's vision, social justice is taken into consideration. The institution has enrolled 24% of the allotted SC, ST, and OBC quota. The Institute caters to students of diverse backgrounds. At VDCIMR, great emphasis is laid on learner-centered education through various innovative methodologies. The number and qualification of teachers appointed are as per the norms prescribed by the AICTE.

The Institute lays emphasis on research by the faculty and students. Research is a thrust area. The faculty members are encouraged to publish research articles in UGC Care approved and Scopus journals. Community service and social extension activities are again the strength of the Institute. The students organize various community service and social extension activities, jointly with the local civic bodies.

The infrastructure of the Institute is one of its kind for a rural based management institution. We have sufficient number of classrooms with LCD projectors, seminar hall, multi-purpose hall, common rooms for boys and girls, canteen facility etc. The library of the Institute has adequate collection of books, journals and magazines. The computer lab of the Institute houses 80 desktop PCs with WiFi facility for browsing the Internet.

83.5% of the students enrolled have availed scholarships from the Govt. of Maharashtra under various schemes. Proper career counseling and mentorship is provided to the students. All efforts by the faculty are made to provide placement assistance through proper training and guidance.

Besides the two best practices of 'Research Forum' and 'Industry-Institute-Interface' implemented, the Institute prepares a Five-Year Perspective Plan focusing all the important aspects. Regular green and energy audits are conducted by approved external agencies to maintain clean and green environment of the Institute.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 26 Answer After DVV Verification :14</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>80</td><td>56</td><td>54</td><td>52</td><td>55</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>80</td><td>56</td><td>54</td><td>52</td><td>55</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	80	56	54	52	55	2021-22	2020-21	2019-20	2018-19	2017-18	80	56	54	52	55
2021-22	2020-21	2019-20	2018-19	2017-18																	
80	56	54	52	55																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
80	56	54	52	55																	
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>68</td><td>42</td><td>47</td><td>45</td><td>44</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	68	42	47	45	44	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
68	42	47	45	44																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

68	42	47	45	44
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2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

2.1.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	10	13	12	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	11	13	12	22

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Revision as per attached supporting data

2.4.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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7	7	7	7	7
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Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	8	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	0	0	0

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

0	0	15	18	7
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	13	16	3

Remark : Revision as per data template

3.5.1	<p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Answer before DVV Verification : 37 Answer After DVV Verification :23</p>																				
4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year: Answer before DVV Verification : 64 Answer after DVV Verification: 64</p>																				
5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students’ capability</i></p> <p><i>1. Soft skills</i> <i>2. Language and communication skills</i> <i>3. Life skills (Yoga, physical fitness, health and hygiene)</i> <i>4. ICT/computing skills</i></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
5.1.3	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and care counselling offered by the institution year wise during last five years Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>76</td><td>62</td><td>45</td><td>36</td><td>56</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>35</td><td>20</td><td>12</td><td>36</td><td>56</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	76	62	45	36	56	2021-22	2020-21	2019-20	2018-19	2017-18	35	20	12	36	56
2021-22	2020-21	2019-20	2018-19	2017-18																	
76	62	45	36	56																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
35	20	12	36	56																	

	Remark : Revised values as per attached supporting requested documents																									
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <p>1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students’ grievances 4. Timely redressal of the grievances through appropriate committees</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : Revised values as per attached supporting documents</p>																									
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>17</td><td>22</td><td>14</td><td>6</td><td>14</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>17</td><td>22</td><td>14</td><td>6</td><td>14</td></tr></table> <p>5.2.1.2. Number of outgoing students year wise during the last five years Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	17	22	14	6	14	2021-22	2020-21	2019-20	2018-19	2017-18	17	22	14	6	14	2021-22	2020-21	2019-20	2018-19	2017-18
2021-22	2020-21	2019-20	2018-19	2017-18																						
17	22	14	6	14																						
2021-22	2020-21	2019-20	2018-19	2017-18																						
17	22	14	6	14																						
2021-22	2020-21	2019-20	2018-19	2017-18																						
5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>15</td><td>27</td><td>38</td><td>41</td><td>31</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	15	27	38	41	31	2021-22	2020-21	2019-20	2018-19	2017-18										
2021-22	2020-21	2019-20	2018-19	2017-18																						
15	27	38	41	31																						
2021-22	2020-21	2019-20	2018-19	2017-18																						

7	9	10	18	15
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Remark : Values revised as per data template

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	3

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

	<div>Answer before DVV Verification:</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18
2021-22	2020-21	2019-20	2018-19	2017-18		
6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none">1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented2. Academic and Administrative Audit (AAA) and follow-up action taken3. Collaborative quality initiatives with other institution(s)4. Participation in NIRF and other recognized rankings5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>					
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none">1. Alternate sources of energy and energy conservation measures2. Management of the various types of degradable and nondegradable waste3. Water conservation4. Green campus initiatives5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>					
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none">1. Green audit / Environment audit2. Energy audit3. Clean and green campus initiatives4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>					

2.Extended Profile Deviations

Extended Form Deviations

ID	Extended Questions										
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 09 Answer after DVV Verification : 9										
1.2	Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18							

6	5	6	6	5
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Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	5	6	6	5