



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**PRAVARA CENTRE FOR MANAGEMENT RESEARCH
AND DEVELOPMENT**

OFF SENAPATI BAPAT ROAD, NEAR PATRAKAR NAGAR

411016

www.pcmrd.org

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mellowed with grace and maturity, an institution of twenty five years vintage is marching proudly into the 21 century, ready to take on young upstarts. For those uninitiated, Pravara Centre for Management Research and development (PCMRD) was established in 1994 under the aegis of Dr. Vikhe Patil Foundation. Pravara Centre for Management Research & Development (PCMRD) boasts of having successfully completed more than 25 years of excellence in imparting quality education in the field of management.

PCMRD offers a two-year full-time postgraduate degree in Master of Business Administration (MBA), affiliated to Savitribai Phule Pune University with specializations in Marketing Management (MKT), Financial Management(FIN), Information Technology Management (IT), Operations Management (OPE), Human Resources Management(HR), International Business Management (IB), Supply Chain Management (SCM), Rural & Agribusiness Management (RABM), Family Business Management (FBM), Technology Management TM, Banking and Insurance Management (BIM), Healthcare Management (HM), Entrepreneurship Development (ED), Services Management (SM), Retail Management (RM), Digital Media & Communication Marketing (MC), Tourism and Hospitality Management (THM), Defence Management (DM).

With centrally located and Wi-Fi enabled campus equipped with all the infrastructural facilities, PCMRD is definitely one of the most sought after B-Schools in Pune. What sets PCMRD apart is not all brick & mortar but its human assets. The environment at PCMRD is conducive to learning, innovation and creativity. A motivated, highly qualified and richly experienced faculty committed to the cause of quality management education is the real and core strength of PCMRD. Visiting Faculty brings with them a rich corporate experience that helps students to appreciate and understand objective social reality.

State of the art information systems, rich library resource, and other infrastructure enable sustained developmental growth in all spheres. Mentoring, Faculty Feedback, Induction Program, Guest lectures, Workshops, Industry Visits, Case Study approach, Presentations, Business Review Methods, Management Games etc. help the student to prepare for the challenges that lie ahead.

The Placement and the Entrepreneurship Development Cell clubbed with our Alumni Network, works in coordination with the students' committees giving them direction to acquire the skills necessary to get them placed in the industry.

Vision

To emerge as a leader in the field of value centered management education in India.

Mission

To impart quality education and conduct socially relevant research in the field of modern management while retaining traditional Indian values.

Motto

Let's Lead

Goals

- Emerge as a leader in the field of value centered management education in India.
- Provide affordable and high quality education to students.
- Inculcate human values in management education and research for enabling our graduates to effectively lead society in the merging border-less world.
- Bring about healthy synergy between the worlds of business and industry, on the one hand, and those of pedagogy and research, on the other.
- Benchmark against the best and continuously improve in all spheres and at all times.
- Create a learning environment, while helping students to add value in all fields of business activity.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Centrally located picturesque campus in close proximity to business and manufacturing facilities.
- Faculty with a rich scholastic, research, consultancy and corporate background, enables the students to efficiently bridge the gap between the theory and practice of management.
- Low attrition rate among the faculty brings in the stability and continuity in academic operations.
- The environment of PCMRD is conducive to learning, innovation and creativity.
- State of the art information system facility and a rich library resource.
- Ample infrastructure to permit sustained development growth in all spheres of postgraduate education in management.

Institutional Weakness

- Institute needs to put on more efforts for research and consultancy collaboration.
- Being affiliated to Savitribai Phule University, we have to follow the curriculum designed by the university.
- The average pay package of students is less than the industry average.

Institutional Opportunity

- In 25th year of existence, we have a strong Alumni Network. Exploring alumni database for employment opportunities and industry collaboration.
- Inculcating entrepreneurial skills in students and motivating them to be job providers rather than job seekers.

Institutional Challenge

- Since the admission process is governed by Maharashtra State Common Entrance Test Cell / Directorate of Technical Education, Maharashtra and driven by aspirants as per their preferences, we have no control over the background and skill set of students admitted.
- Majority of the students admitted to PCMRD come from Tier III cities and rural areas of Maharashtra like Ahmednagar, Amravati, Jalgaon, Nanded, Yavatmal, etc. we have to work on their spoken and written communication skills to make them industry ready MBA professionals.
- Encouraging students to focus on research.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

PCMRD is affiliated to Savitribai Phule Pune University and offers the two-year full-time Master of Business Administration program. PCMRD strictly adheres to the curriculum designed and developed by it. PCMRD consistently make efforts to implement the curriculum in the most effective way in order to achieve the program goals and objectives. Institute facilitates student community with adequate infrastructure and teaching-learning aids.

PCMRD has offered various certificate courses to ensure the program enrichment over the years. Various workshops, guest lectures and interactive session with industry professionals are a core part of curriculum implementation of PCMRD. Institute integrates the industry to academics through visits to corporates and internships projects.

PCMRD faculty is actively involved in various activities related to curriculum development as well as student's assessment and appointed on various bodies and institutions.

PCMRD believes in holistic development of students as well as stakeholders and hence frequently collects feedback from all stakeholders, i.e. students, faculty, parents, alumni and industry professionals to ensure the efficient and effective implementation of the curriculum.

Teaching-learning and Evaluation

PCMRD's admission process is governed by DTE, Maharashtra. The seats are reserved for students belonging to various caste categories as well as physically handicapped. The institute has the necessary facilities so that the differently abled students are not inconvenienced. Thus, we have students from all over Maharashtra, with diverse cultural and economic background.

The program objectives are communicated to the students during the Induction Program by the Academic Coordinator and also published in Information Brochure. The course objectives are discussed by the individual faculty during their respective sessions. They are also displayed on the institute website.

The Institute has a well-developed mechanism that monitors the teaching learning process. The academic calendar is prepared at the commencement of the year to showcase the happenings during the year. It is communicated to the students at the time of Induction Program. An overview of core and elective courses, evaluation parameters, method of computation of grades is duly explained.

The concurrent evaluation parameters for all courses are communicated at the commencement of the semester, so that students get a birds' eye view of the entire semester. They are administered in lines with the guidelines given by the university. The faculty use various ICT facilities and adopt innovative methods of evaluation. The Academic Coordinator ensures that all concurrent evaluations and examinations are conducted in a transparent manner. Regular follow up is done with the students regarding the submission, to improve the learning outcome.

The experienced faculty at PCMRD, some of them holding PhD, are hardworking, dedicated and have published papers in national and international journals. Their expertise helps them to connect with the students and ensure that effect of mentor-mentee program is positive. The faculty has received awards and fellowship over a period of time. The institute has a mechanism to reward the achievements of faculty.

Research, Innovations and Extension

Research

With research term imbibed in our mission statement, PCMRD encourages its faculty and students to actively engage in research activities for the advancement of knowledge.

- Faculty members and students are motivated to write research papers. Financial support is provided for Research Paper Presentations by PCMRD.
- The institute publishes its in-house Research Journal – Pravara Management Review. it is in 15th year of publication. PMR is a Bi-annual Journal published in June and December. It is registered with ISSN (both print & online) and listed in Cabells International Directory and indexed in Indian Citation Index (ICI).
- Seminars and Workshops are organized every year to educate young brains about latest trends and happenings in the corporate world.
- The faculty use case study and research papers to give practical insights to students while teaching their subjects. The Institute has a wide range of National & International Research Journals, Magazines and Books that aid in this process.

Innovation

To inculcate the spirit of entrepreneurship among the students, PCMRD has established Entrepreneurship Development Cell named “Swayam”.

Various activities like Guest sessions, Seminars, Workshops, B-Plan competitions, Company Formation, Panel discussions and Movie screenings are organized to help students hone their entrepreneurial skills.

Extension Activities

In line with our vision of providing value centered management education, PCMRD motivates its students to

contribute towards well-being of society. This is achieved through PCMRD Community Development Cell (PCDC). The objective of PCDC is to produce socially conscious management graduates. It provides a platform where in students conceptualize, initiate and organize various activities related to social issues and community development. Blood Donation Camp, Hill cleaning Activity, Traffic Safety Awareness Drives are some of the flagship events of PCDC.

Linkages with Industry

At PCMRD the Industry interface is an important platform for bridging the gap between the industry and the academia.

Activities like Industrial Visits, Summer Internships, Guest Lectures, and Inviting Resources from industry for Workshops and Research projects are undertaken to maintain a balance between the theoretical and practical aspects of MBA Curriculum.

MoUs are signed with companies to facilitate the knowledge exchange between industry and academia.

Infrastructure and Learning Resources

Infrastructure

PCMRD boasts of a well-developed physical infrastructure located at the base of 'Vetal Tekadi'. Lush green campus creates a serene environment conducive to learning process. PCMRD has well equipped Gymnasium, Basketball and Volleyball Courts and ample facilities for sports as well as for cultural activities like Seminar Hall, Amphitheatre. The institute also has facilities for indoor games such as Chess, Carrom, Table Tennis. The other facilities provided are parking, separate common rooms for boys and girls, ramp, canteen etc. The institute has a well-furnished seminar hall with PA system having a capacity of 200 people. A Civil Engineer and other technical staff have been appointed for expansion, maintenance and repairs of Infrastructure. Institute has dedicated housekeeping staff to ensure clean and hygienic environment.

Library

Library, the Resource Centre of PCMRD works 12 hours daily. It boasts of a rich collection of course books, National & International Journal, e-journals and hosts of Audio-Visual resources. Library is automated using Integrated Library Management System (ILMS). This system is used to maintain accession register, Issue register, and deposit register of books. This system also has OPAC (Online Public Access Catalog) that help users for searching books through Internet.

Information Technology

PCMRD has excellent IT infrastructure to support teaching and learning processes. All classrooms are equipped with advanced equipment for student development. PCMRD has computer labs with adequate computer student ratio. Apart from this the Institute is having Wi-Fi campus and the adequate CCTV Security System. The Institute has a full time system administrator to carry out the maintenance of the computer facilities of the institution.

Student Support and Progression

PCMRD, under the Master of Business Administration programme, successfully prepares students for the demanding organizational roles of a diverse and rapidly changing world. The programme offers a broad based interactive curriculum and thorough training in business processes that will equip them for decision-making responsibilities in business, government and non-profit organizations.

Institute has a well-defined Placement Process. Number of renowned companies visit campus every year. PCMRD put efforts to prepare students to excel in interviews by arranging interview and resume building workshops.

Every year Institute organizes Intra-Institute Event – ‘Lakshya’ which includes Management, Sports and Cultural activities. PCMRD also organize Inter Collegiate Event ‘PCMRD Fest’ which enhances student’s management skills as they work both on and off the stage right from planning the event to final execution. To bring out the talent and endurance, PCMRD has well equipped Gymnasium, Basketball Court, Seminar Hall, Amphitheatre etc. for both cultural and sports performances.

Student support is an important aspect of the way PCMRD functions. Students are counseled and guided about fees and various government schemes such as Scholarship, freeship, EBC and minority benefits provided by government and institute. On the basis of different categories, our student section representative educate students about the document requirement, eligibilities to schemes and procedures. Also they make students aware about Pro-rata and Student Insurance. PCMRD provides fees concessions to students who are economically deprived.

PCMRD networks with its alumni on continuous basis. PCMRD Alumni acts as the essential bridge for institution-industry interface and also contribute to the growth of the institute and its students by lending their support and expertise. Senior alumni visit PCMRD to share their experiences and also lend support to PCMRD’s placement activity. PCMRD’s Alumni, well placed in private industry, Domestic & MNCs in India and abroad, into the activities of PCMRD to reinforce a fruitful industry academic cooperation that is the cornerstone of every business school.

Governance, Leadership and Management

PCMRD believes that education is tool for social, educational and economic enrichment of students. The culture of educational excellence is reflective of ethics and values of people who lead the institution. To provide affordable and high quality education to students is one of the objectives of institute is prime focus of the institute.

The leadership responsibilities are divided at management, institutional and functional level. Management believes in participative management and strives to bring in excellence through structured organizational system with the involvement of all stakeholders. The Director is administrative head of Institute. Under the leadership of Director, Academic Coordinator, Coordinators of committees are delegated powers and responsibilities to handle assigned tasks. Institute has formed various committees for planning and supervision of curriculum, co-curriculum and Extra-curriculum activities. The institute has effective welfare measurers for staff. Institute also has proper implementation of e-governance in multiple areas of operation.

Faculty empowerment strategies at PCMRD like Faculty Development Programmes, Research based

Programmes have been defined and well supported by Financial Resources. Institute has well defined Performance Appraisal System for staff. PCMRD ensures financial transparency through internal and external audit mechanism. Institute has policies and procedures for resource mobilization.

Prior to Internal Quality Assurance Cell, PCMRD had Academic Monitoring Committee, which would define quality assurance strategies to ensure excellence of teaching-learning, monitoring, evaluating and maintaining process. Internal Quality Assurance Cell provides healthy support for encouraging quality education and faculty empowerment to adopt the required knowledge and technology for learning process.

Institutional Values and Best Practices

The Institute's core values are Passion, Competency, Morality, Responsibility and Discipline. They are reflected in the policies, programs and events conducted by the institute. The environment at PCMRD is conducive to learning, innovation and creativity.

The institute strongly advocates gender sensitivity, safety and security of the female students. And hence various lectures are organized to create an awareness for the same. The institute is also under continuous CCTV surveillance.

To lend a helping hand to the society, PCMRD has taken an initiative by installing solar panels as an alternative energy resource together with rain water harvesting and use of LED lights in the campus. PCMRD has taken sincere efforts towards green practices by planting trees in and around the campus. A contractor is hired for the maintenance of green landscaping of the institute. The institution is equipped with facilities for Divyangjan-ramps and rails to connect to the classrooms.

To celebrate glorious heritage, culture and traditions, institute organizes and celebrates national festivals and important days like Republic Day, Independence Day, Women's day, Teacher's day, International Yoga Day every year.

PCMRD has taken specific initiatives to contribute towards the local community by giving them small business opportunities. The local homemakers' income is augmented when they work as junior supervisors during the MBA examinations at PCMRD. Institute follows a well-structured standard operating procedure (SOP) in all its practices.

With the rise in competition, there is a need to prepare management students fit for all types of jobs in companies, PCMRD has two **best practices** - **Oratory Club**, where the art of developing public speaking among the students is achieved. The second one is **Industry Institute Interface**, where the focus is on Industrial Visits and Guest lectures. It is one such platform that brings together the Industry Executives, Academic Leaders and students under one roof.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | PRAVARA CENTRE FOR MANAGEMENT RESEARCH AND DEVELOPMENT |
| Address | Off Senapati Bapat Road, Near Patrakar Nagar |
| City | Pune |
| State | Maharashtra |
| Pin | 411016 |
| Website | www.pcmrd.org |

| Contacts for Communication | | | | | |
|----------------------------|---------------|-------------------------|------------|--------------|--------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Director | Manoj Narwade | 020-25651104 | 7798881997 | 020-25660551 | contact@pcmrd.org |
| IQAC Coordinator | Puja Bhardwaj | 020-25651499 | 9420731007 | - | drpujabhardwaj@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 | |
|--------------------------------------|------------|
| Date of establishment of the college | 01-01-1994 |

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

| State | University name | Document |
|-------------|----------------------------------|-------------------------------|
| Maharashtra | Savitribai Phule Pune University | View Document |

Details of UGC recognition

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

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

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|--------------------------------|---|--------------------------------|--------------------|---------|
| AICTE | View Document | 04-04-2018 | 12 | |

Details of autonomy

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

Recognitions

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

| Location and Area of Campus | | | | |
|-----------------------------|---|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Off Senapati Bapat Road, Near Patrakar Nagar | Urban | 4.055 | 2763.07 |

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 | Graduate | English | 120 | 119 |

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 | 2 | | | | 4 | | | | 10 | | | |
| Recruited | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 6 | 4 | 0 | 10 |
| Yet to Recruit | 1 | | | | 3 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 1 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| 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 | | | | 7 |
| Recruited | 5 | 2 | 0 | 7 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

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

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 0 | 8 |

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

| Details of Visting/Guest Faculties | | | | |
|---|-------------|---------------|---------------|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | | 9 | 4 | 0 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| PG | Male | 150 | 4 | 0 | 0 | 154 |
| | Female | 65 | 3 | 0 | 0 | 68 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | | |
|--|--------|---------------|---------------|---------------|---------------|--|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 | |
| SC | Male | 13 | 7 | 5 | 2 | |
| | Female | 6 | 2 | 1 | 2 | |
| | Others | 0 | 0 | 0 | 0 | |
| ST | Male | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 1 | 0 | |
| | Others | 0 | 0 | 0 | 0 | |
| OBC | Male | 14 | 12 | 4 | 5 | |
| | Female | 5 | 8 | 2 | 1 | |
| | Others | 0 | 0 | 0 | 0 | |
| General | Male | 48 | 32 | 32 | 8 | |
| | Female | 24 | 9 | 18 | 8 | |
| | Others | 0 | 0 | 0 | 0 | |
| Others | Male | 8 | 11 | 2 | 3 | |
| | Female | 2 | 3 | 3 | 1 | |
| | Others | 0 | 0 | 0 | 0 | |
| Total | | 120 | 84 | 68 | 30 | |

3. Extended Profile

3.1 Program

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

Response: 451

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

Number of programs offered year-wise for last five years

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

3.2 Students

Number of students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 192 | 140 | 99 | 73 | 158 |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 44 | 43 | 43 | 43 | 43 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 72 | 56 | 31 | 43 | 104 |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

3.3 Teachers

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 13 | 12 | 11 | 7 | 10 |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.4 Institution

Total number of classrooms and seminar halls

Response: 5

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 32.93 | 26.16 | 30.25 | 29.06 | 38.77 |

Number of computers

Response: 60

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

As an affiliated Institute, Pravara Centre for Management Research & Development (PCMRD) strictly adheres to the Savitribai Phule Pune University syllabus. The exam and evaluation pattern given by Savitribai Phule Pune University (SPPU) is adopted and implemented by the institute.

PCMRD provides state of the art infrastructure facilities for effective teaching-learning as per the requirements prescribed by the university in order to the attainment of Programme Outcome (PO), and Course Outcomes (COs). Institute Director is the Chief Academic Coordinator assisted by academic coordinator as controlling authority over academic activities conducted by faculty.

The institute admits students as per the guidelines of AICTE, UGC and DTE Govt of Maharashtra. Institute provides assistance for financial support through various government scholarships as and when applicable to students. Students are always a priority in the institute's operations and they are assigned mentors after the admission is confirmed. The mentor-mentee relationship provides an opportunity for the student to seek guidance from the Mentor. In the case of students lagging behind, extra attention and classes are provided on a need basis.

Institute develops academic calendar and class time table at the beginning of academic sessions containing subject wise schedule and session plans for all curricular activities. Faculties are given freedom to select and implement their individual teaching pedagogy. Well defined lesson and teaching plans are prepared and followed strictly by faculty in order to optimize the teaching-learning process.

Faculty use ICT (Information and communication technology) along with traditional teaching techniques for better impact on student's learning. The faculty is also required to keep a record of student's attendance and internal evaluation reports for the subject assigned to them. Institute has the designated Academic Coordinator to monitor the teaching techniques and faculty performance in the subject allotted who also ensures the value-based education to management students. Teachers are given sufficient freedom to use their capacity for initiatives and innovation in the way they teach.

Institute follows the examination pattern prescribed by Savitribai Phule Pune University for evaluation of various courses. Group/ Individual Assignments, Case Study Method, Quiz, Group/Individual Presentations, Debates, Internal Written Examinations, and Group Discussions are conducted frequently for evaluation of various subjects. Details of internal evaluations are displayed on notice board regularly in order to maintain the transparency in exam and evaluation.

Well-equipped classrooms, library and computer labs are available in the Institute for a better impact of the teaching-learning process. Pravara Centre for Management Research & Development (PCMRD) also has a well-equipped seminar hall useful for various kinds of presentations and workshops.

1.1.2 Number of certificate/diploma program introduced during the last five years**Response:** 7**1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

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

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

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**Response:** 462.26**1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 29 | 5 | 5 | 5 | 5 |

| File Description | Document |
|--|-------------------------------|
| Details of participation of teachers in various bodies | View Document |

1.2 Academic Flexibility**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 35.03**1.2.1.1 How many new courses are introduced within the last five years****Response:** 158

| File Description | Document |
|---------------------------------------|-------------------------------|
| Details of the new courses introduced | View Document |

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

Response: 100

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

Response: 1

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

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

Response: 56.68

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 122 | 74 | 62 | 48 | 61 |

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

1.3 Curriculum Enrichment

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

Response:

PCMRD Community Development Cell (PCDC) is social initiative taken by institute in order to inculcate human values and social responsibility awareness among students. Various events like blood donation, hill

cleaning, orphanage visits, Nirmalya Kalash during Ganesh festival and traffic safety week are being conducted under the aegis of the cell.

PCMRD frequently conduct guest lectures, seminars and workshops to encourage students and create awareness about gender sensitization, female safety and traffic safety of students. Wearing helmet and seat belt is mandatory to enter in PCMRD campus to ensure student's safety within campus and to inculcate discipline among students. Students are reassured of secure environment in PCMRD through assistance of grievances redressal and anti-ragging committees. PCMRD has equipped its campus with facilities required for differently abled student. PCMRD has always instilled the sense of honor by celebrating national festivals like independence and republic day, women's day, teacher's day, Swachh Bharat Abhiyan international yoga day etc. PCMRD also ensures women's safety and offers the highly conducive atmosphere for women through independently established committees - prevention of sexual harassment committee, grievances redressal committee and anti-ragging committee.

Professional and ethical values in students are inculcated through all courses from curriculum given by Savitribai Phule Pune University. Courses like business communication lab, personality development lab, leadership lab, organizational behavior, legal aspects of business, human rights and managing for sustainability are offered in order to inculcate human values. Core subjects Financial Management, Marketing Management and Human Resource Management helps students to groom their professional ethics.

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

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

Response: 26

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

Response: 26

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 84.38

1.3.3.1 Number of students undertaking field projects or internships

Response: 162

| File Description | Document |
|---|-------------------------------|
| List of students enrolled | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.4 Feedback System

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: C. Feedback collected and analysed

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |
| URL for feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 3.97

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

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

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 59.33

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 120 | 84 | 68 | 30 | 54 |

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 66.51

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 44 | 43 | 18 | 14 | 25 |

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

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

The institute believes in developing the overall personality of all the students. At the commencement of the academic session, PCMRD organises an Induction Program to familiarise the students with the philosophy of PCMRD. The students admitted come from varied background, hence ice-breaking activities are organised by the second year students. This develops a positive camaraderie among the students.

Continuous interaction with the students helps to identify the skills and ability of the students. The evaluations are also designed to develop analytical skills, problem solving skills, language skills, soft skills and personality of the students. They are groomed through presentations, research projects, participation in inter collegiate events, etc.

The institute also invites guest speakers to take sessions on the core papers like Accounting for Business Decisions, Decision Science and Legal Aspects of Business to give an overview of implementation of these concepts in business scenario. Besides this tutorial lectures are also conducted to help the students grasp difficult subjects. They are provided handouts by the faculty for conceptual clarity. Question bank is shared with the students to help them to prepare for the internal and university examination.

Slow and Advanced learners:*At University level:*

A student can exercise the option to decide his/her own pace of learning- *slow, normal or accelerated* plan. Students can select courses according to their aptitude, tastes and preferences.

- Fast learners (under accelerated plan), may be permitted to register for 2 full credit / 3 half credit courses in excess of the normal credits defined for a semester. Registration for Repeat courses (backlogs) is allowed in excess of this limit.
- Slow learners, may be permitted to register for 2 full credit / 3 half credit courses less than the normal credits defined for a semester

At institute level:

On the basis of performance in internal examination conducted by the institute and online exams conducted by SPPU, the slow learners are identified. Remedial sessions are arranged to address the problem areas and improve their performance in university examination. The top ten merit rankers are identified as 'Advanced Learners' on the basis of entire semester performance and given the provision to issue extra books from the library.

2.2.2 Student - Full time teacher ratio

Response: 14.77

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

| File Description | Document |
|--|-------------------------------|
| List of students(differently abled) | View Document |
| Institutional data in prescribed format | View Document |
| Any other document submitted by the Institution to a Government agency giving this information | View Document |
| Any additional information | View Document |

2.3 Teaching- Learning Process

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

Response:

Experiential Learning:

To enhance the learning experience of students, the institute tries to merge the theoretical concepts with industrial inputs through our industry interface platforms like industrial visits, guest lectures, interaction with alumni, workshops, panel discussions, etc.

We try to encourage the students to be interactive in teaching - learning process. Practical oriented evaluation parameters like case study analysis, quiz, presentation etc, are used for this purpose. SIP and industrial visit presentation are the tools which are incorporated for experiential learning of students. In case of SIP, every student is required to prepare project report based on the issues that affect the business in the present situation under study.

Participative Learning:

The ‘Oratory Club’ organises various activities to improve the communication skills, foster team-spirit, coordination among the students. These include - Collage, Presentations, Movie Reviews, Book Reviews, Role Plays, etc. Under this the students are motivated to do research, and come out with different dimensions to a particular topic. Post this, interactive sessions were conducted resulting in improvement in their presentation, confidence and vocabulary. Necessary feedback is given to the participants to improve upon the problem areas.

Problem Solving Skills

Case study is one of the important methods to improve knowledge, comprehension, application, analytical, synthesis and evaluation skills of the students.

A situation or a case can never be analysed in black and white. It will definitely involve shades of grey. Solving a Case study is an art as well as a science. There are numerous facets to the case, and no one particular fits all the situations. Hence it becomes pertinent for all the students to know ‘How to read a case study and arrive at possible solutions’. A session is conducted at PCMRD to address the case study methodology. Post this, a case study competition is also organised, where the students are judged on parameters like – Content of the case (Analysis, Diagnosis and Prescription), Presentation Skills and Justification to Questions.

Besides this, in many subjects, case study is taken as a parameter of evaluation. Some of them are - Business Communication, Leadership Lab, Legal Aspects of Business, Startup and New Venture Management, Strategic Management, etc.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: 100

| | |
|---|-------------------------------|
| 2.3.2.1 Number of teachers using ICT | |
| Response: 13 | |
| File Description | Document |
| List of teachers (using ICT for teaching) | View Document |

| | |
|---|-------------------------------|
| 2.3.3 Ratio of students to mentor for academic and stress related issues | |
| Response: 38.4 | |
| 2.3.3.1 Number of mentors | |
| Response: 5 | |
| File Description | Document |
| Any additional information | View Document |

| | |
|---|--|
| 2.3.4 Innovation and creativity in teaching-learning | |
| Response: | |
| All work and no play makes Jack a dull boy. The faculty at PCMRD use ingenious methods to engage the students and enhance the learning outcome. The institute links such methods to the Continuous Internal Evaluation (CIE), thereby ensuring maximum participation of the students. Following table summarizes the innovative methods of evaluation used: | |
| Name of course | Description of Innovative method used |
| 101 – Accounting for Business Decisions | Learning diary - Listing out the concepts of accounts. |
| 102 – Economic Analysis for Business Decisions | News Report Analysis - Analysis based on Business Newspapers |
| 104 – Business Research Methods | Research Proposal - <ul style="list-style-type: none"> • Drafting of Research Proposal • Designing of Questionnaire, Collection of data and analysis projects ensuring diversity of topics |

| | | |
|---|--|--|
| 107 – Management Fundamentals | Views of different management thinkers | |
| 108 – Business Communication | Email for applying for a job | |
| 108 – Business Communication | Report writing | |
| 112 – Leadership Lab | <ul style="list-style-type: none"> • Extempore Speeches • Collage | |
| 302 – Enterprise Performance Management | Segmentation and Performance Evaluation of an organization. | |
| Soft Skills | Role play on a given situation | |
| 306FIN – Financial System of India, Markets and Services | Learning Diary – To record meaning and current news related to Insurance Building, Underwriting, Loan Syndication, Mutual Funds, Venture Capital, Bills Discounting, NBFC, AMCs, Credit Rating Agency, Stock Exchange, Capital Market and Money Market | |
| 307FIN – Strategic Cost Management | Designing Balance Scorecard | |
| 309FIN – Corporate Finance | Book Review – Double Life of Ramalinga Raju | |
| 202 – Financial Management | Learning Diary – To records various financial management concepts and methods. | |
| 207 – Emotional Intelligence and Managerial Effectiveness Lab | <p>Book Review</p> <ol style="list-style-type: none"> 1. Emotional Intelligence – Daniel Goleman. 2. The EQ Edge: Emotional Intelligence and Your Success – Salovey, Sluyter, Rothstein, Cohen, and Stein | |

| | | |
|--|---|--|
| | <p>3. The Language of Emotional Intelligence – Jeanne Segal</p> <p>4. Emotional Intelligence 2.0 – Patrick M. Lencioni, Travis Bra Jean Greaves</p> <p>5. Thinking Fast Thinking Slow – Daniel Kahneman</p> | |
| 212 – Business Systems and Procedures | Collage – Business Scenario of a particular sector | |
| 408 FIN – Online Trading of Financial Assets | Capital Market Quiz | |
| 410 FIN – Wealth & Portfolio Management | Scrapbook. It includes pasting the cuttings based on current happ developments in security markets. | |
| 410 FIN – Wealth & Portfolio Management | Portfolio Management Strategies. | |
| 414 FIN – Practice of Insurance | Research Report - Newspaper & Magazine clipping on current l and developments in life insurance industry have to be analyzed in a scrapbook | |

2.4 Teacher Profile and Quality

| | |
|---|-------------------------------|
| 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years | |
| Response: 66.25 | |
| File Description | Document |
| Year wise full time teachers and sanctioned posts for 5 years | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |
| 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years | |
| Response: 27.64 | |

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

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

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

2.4.3 Teaching experience per full time teacher in number of years**Response:** 6.34**2.4.3.1 Total experience of full-time teachers**

Response: 82.41

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 28.3**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

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

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of award letters (scanned or soft copy) | View Document |

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

last five years**Response: 17.5****2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

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

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

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

SPPU has introduced the Choice Based Credit System (CBCS) w.e.f. Academic Year 2013 - 14. The choice offered to the students is at two levels:

- 1.Specialization
- 2.Electives

PCMRD offers specialization as demanded by the students in line with the guidelines issued by the SPPU. It is a Student Centric process as the choice is given to the student to choose the specialization as well as the electives.

The internal evaluation pattern is in sync with the Handbook issued by SPPU that gives details about the Credit Based Pattern. The weightage is summarized below:

| | Core | Electives |
|--|-------------|------------------|
| Maximum Marks | 100 | 50 |
| Evaluation by SPPU | | |
| • Written Examination | 50 | Not Applicable |
| • Online Examination | 20 | Not Applicable |
| Internal Evaluation conducted by PCMRD | 30 | 50 |

PCMRD offers flexibility to the faculty to design the evaluation pattern. However, to bring about consistency certain evaluations have been made mandatory

| | | |
|--|-------------|------------------|
| | Core | Electives |
|--|-------------|------------------|

| | | | | | |
|--|----------------------------------|----------|--------------------|----------|--|
| Internal Evaluation conducted by PCMRD | 30 | | 50 | | |
| Number of Evaluations | 4 to 5 | | 5 | | |
| Evaluation no. 1 | Decided by Faculty | 5 Marks | Decided by Faculty | 10 Marks | |
| Evaluation no. 2 | Decided by Faculty | 5 Marks | Decided by Faculty | 10 Marks | |
| Evaluation no. 3 | Decided by Faculty | 5 Marks | Decided by Faculty | 10 Marks | |
| Evaluation no. 4 | Internal Examination of 50 Marks | 10 Marks | Decided by Faculty | 10 Marks | |
| Evaluation no. 5 | Online MCQ | 5 Marks | Online MCQ | 10 Marks | |
| TOTAL | | 30 Marks | | 50 Marks | |

The faculty at PCMRD use a variety of parameters in their internal assessment. Apart from the usual parameters like assignment, class test, presentation, the faculty uses unique methods in their CIE like scrapbook, role play, movie review, newspaper report analysis etc.

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

Response:

Every year the Institute organises Induction Program to orient the incoming batch to the culture and philosophy of PCMRD. The Academic Coordinator gives an overview of the following to the students:

- The Choice Based Credit System adopted by the University
- Details of various specializations offered by the University
- University Syllabus
- Marking scheme
- Academic Calendar

Transparency:

- The evaluation plan as decided by the faculty (inhouse and visiting) is communicated to the Academic Coordinator.
- Collation of evaluations by Academic Coordinator.
- Consolidated evaluation file is emailed to the students within 15 days of the commencement of the semester.
- The schedule for conduct of concurrent evaluations is communicated to the students in advance through Notice Board/time table/Whatsapp/Email.
- A deadline is normally given to the students for submission of the evaluations. Post this, the status of submission of assignments/evaluations is shared with the students through whatsapp/email. Every effort is made by the in house faculty to ensure that all the students submit their evaluations.
- The time - table for internal examination is displayed on the notice board.
- The internal exam papers are assessed by the faculty. The students are allowed to see their papers and discuss with the faculty the measures for improving the performance.
- For each course, the faculty maintains a detailed record showing the submission status for different

evaluations. This is shared with the students.

- The internal marks secured by each student are displayed on the notice board.
- The marks secured by the student during the University Online Examination is displayed on the notice board of the Computer Lab on the same day.
- The rank holders' list in the University Examination is displayed on the notice board and they are felicitated by the Director and other dignitaries during the Induction Programme.

Frequency:

The concurrent evaluations are conducted through the regular schedule ensuring its even distribution. This helps to reduce the burden on the students. The internal examination is conducted in three parts in the following sequence:

- Online MCQ of Electives
- Internal Written Examination - Core
- Internal Online Examination - Core

Thus, the institute tries to complete all the above before the University Online Examination.

The University Online Examination is conducted every semester - firstly the backlog papers and then the regular papers. Thus it is conducted twice a year. It is normally spread over a period of 15 days.

Once the online examination is over, there is normally a gap of three weeks before the University written examination commences. This is also held over a period of 15 days. The regular papers are conducted after the backlog papers. This is also conducted twice a year - April/May and Nov/Dec.

Variety in assessment parameters:

The institute gives a free hand to the faculty to design the evaluation parameters, prominent being:

- Theoretical and Numerical Assignment
- Presentations
- Case Study
- Class Test
- Research Project
- Scrapbook
- Learning Diary
- Book and Movie Review
- Collage
- Role Play
- Group Discussion
- Newspaper Report Analysis
- Quiz

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

Response:

The students have to undergo Concurrent Internal Evaluation (CIE) conducted by the institute. Besides this, SPPU conducts the online and written examination. The Academic Monitoring Committee (AMC) undertakes various steps to ensure transparency and address the grievance of the students.

At the Institute Level:

- The details of evaluation parameters for all courses for a particular semester are shared with the students through email within a fortnight of commencement of semester.
- A deadline for submission is given to the students by the concerned faculty during the classroom sessions. Status of submission of concurrent evaluation is shared with the students' at regular intervals to monitor their progress.
- The internal marks consist of the following:
 - Concurrent evaluations
 - Internal online exam
 - Internal written exam (in sync with university paper pattern)
- To ensure transparency, the students are given access to evaluated internal examination papers. In case of any grievance, their issues are resolved by the concerned faculty on a one-to-one basis.
- Taking into consideration all the evaluation parameters, the internal marks are computed. They are then collated by the Academic Coordinator and displayed on the notice-board.
- Once the marks are displayed the grievances, primarily relating to less marks are addressed by the concerned faculty and academic coordinator, in that order. This normally arises on account of non-submission of evaluations. The faculty takes the effort to inform the student about their pending evaluations on an individual basis. The students are given a chance to submit these pending evaluations to improve their marks. Thus, student centric approach is the hallmark of PCMRD.
- The updated marks are displayed on the notice board and then submitted to university through 'Internal Online Marks Entry System' on their Examination Portal.

At the University Level:

The MBA programme of SPPU is based on Choice Based Credit System (CBCS). It is a two year programme based on semester pattern. The first year, consisting of two semesters is common to all the students. In MBA second year, the students have to choose from 18 specialization offered by the university.

The university conducts examination twice a year - April/May and Nov/Dec. The system of barcode is followed by the university. Thus the identity of the students is protected.

On declaration of the result by university, if a student is not satisfied with the result, he/she can apply for revaluation and rechecking to SPPU, within the given time frame on payment of prescribed fee. The aggrieved student can apply for photocopy of the answer sheet. He/she can show it to the subject expert of the institute to find whether the marks have been awarded according to the performance of the student. In case the expert finds that there is scope for improvement they recommend the student to go in for rechecking and reassessment. The university then reassesses the papers and communicates the revised

marks to the student, through the college. Thus, the University also ensures transparency in the examination process and solve the students' grievances.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

Response:

Being a management institute, it becomes paramount for us to plan our activities in an efficient manner. This will help us to achieve our goals effectively.

The Academic Calendar serves as a blue print of the various happenings in an academic year. It includes schedule of events, examination, co-curricular and extra-curricular activities. To ensure that there is no overlap of events, Academic Calendar is prepared before the commencement of the academic year by taking into account the holidays and Non-Instructional Working Days (NIWD).

The Academic Monitoring Committee (AMC) prepares the academic calendar. The suggestions received from the Director and faculty members are incorporated. The finalised calendar is communicated to the faculty, staff and students through Email and Notice Board. To keep pace with changes in dynamic environment PCMRD updates the calendar.

The Institute organises various events like PCMRD Fest, Seminar, Workshops, Industrial Visits, Guest Lectures, Lakshya - Intra - Institute Competition etc., in order to put into practice the various management lessons learnt in the MBA program. The knowledge shared through teaching learning process along with experience gained by handling various events helps us to achieve the course objectives.

SPPU has listed various parameters for conduct of Concurrent Internal Evaluation (CIE) like assignment, learning diary, etc. The concerned faculty designs/incorporates the evaluation plan for each course taking into consideration the demands of the course and students learning aptitude. The AMC reviews these and comprehensive evaluation for all courses for the entire semester is prepared by Academic Coordinator. This is communicated to all the students through Email. Besides this, tentative schedule of University Online and Written Examination is also included in the Academic Calendar, so that it incorporates the University Academic Calendar

Review of CIE is done in the following phases:

- Elective courses – The evaluation is done before the university exam.
- Core courses – The deadline for evaluations is shared with the students by the concerned faculty. Post internal examinations, the pending evaluation details are shared with the students. Once it is

received by the faculty, the internal marks are computed and displayed on the notice board.

2.6 Student Performance and Learning Outcomes

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

Response:

PCMRD, affiliated to SPPU, offers the choice based credit system in its MBA program. The program outcomes and Programme Specific Outcomes are well designed in the curriculum of the university.

At the commencement of every year, the program structure along with program objectives is communicated to the incoming batch during the Induction Program by the Academic Coordinator. It is also included in the Information Brochure published by the Institute every year and given to the students at the time of admission.

The course outcomes for all the core and elective papers and the expected learning objectives are discussed by individual faculty during the sessions conducted by them. The modus operandi adopted for assessment of all core and elective papers are also communicated to the students through email. They are designed by the faculty to accomplish the course objectives.

| File Description | Document |
|---|-------------------------------|
| COs for all courses (exemplars from Glossary) | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response:

PCMRD has a well-defined teaching learning process that helps in achieving program outcomes, programme specific outcomes and course outcomes.

Based on course outcomes the concurrent evaluation parameters are designed like case study, research projects, quiz, presentations, book review, movie review, learning diary, scrapbook etc. The course coordinator ensures that the students' knowledge and skills are enhanced through the course delivery. Remedial sessions are held for the slow learners.

The institute conducts different types of examination –

- Internal Evaluation (Concurrent, Internal online exam and Written exam),
- University Online Exam and
- University End Term examination.

The marks secured by the student in internal evaluation is sent to the university through the 'Internal Online Marks System'. They are incorporated in the mark sheet published by the university. The mark sheet shows the grades obtained for each course. The attainment of course outcomes is reflected through it. The mark sheet received at the culmination of MBA Program shows the marks/grades for all courses through the four semesters along with Cumulative Grade Point Average (CGPA).

Following table shows the criteria for evaluation of the course outcome and programme outcome:

| Marks secured in Course | Final Grade Point Average (CGPA) | Grade | Remarks |
|-------------------------|----------------------------------|-------|---------------|
| 80 – 100 | 09.00 – 10.00 | O | Outstanding |
| 70 – 79 | 08.50 – 09.00 | A+ | Excellent |
| 60 – 69 | 07.50 – 08.49 | A | Very Good |
| 55 – 59 | 06.50 – 07.49 | B+ | Good |
| 50 – 54 | 05.50 – 06.49 | B | Above Average |
| 45 – 49 | 04.25 – 05.49 | C | Average |
| 40 – 44 | 04.00 – 04.24 | P | Pass |
| 0 – 39 | 00.00 – 03.99 | F | Fail |

Successful culmination of the MBA program opens up the world of opportunities for the students. Having chosen one of the 18 specializations, they are now ready to face the business environment.

PCMRD has a placement cell headed by the placement officer. It undertakes various initiatives like organising guest lectures and industrial visits.

The cell organizes campus interviews and provides assistance for campus placement and internship in various companies. Besides this, some of the students choose to join their family business or become entrepreneurs. Thus, the students of PCMRD have chosen diverse business sectors like banking and insurance, telecommunication, IT, Education, Manufacturing, Pharmaceutical, etc for employment opportunities.

2.6.3 Average pass percentage of Students

Response: 80

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

Response: 56

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

Response: 70

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0.65

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0.65 | 0 | 0 | 0 |

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

3.1.2 Percentage of teachers recognised as research guides at present

Response: 7.69

3.1.2.1 Number of teachers recognised as research guides

Response: 1

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: 0.42

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

Response: 1

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

Response: 12

| File Description | Document |
|---|-------------------------------|
| Supporting document from Funding Agency | View Document |

3.2 Innovation Ecosystem

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

Response:

To inculcate the spirit of entrepreneurship among the students, PCMRD had established Entrepreneurship Development Cell named “Swayam” on 1st September 2012. It was inaugurated by Mr. Ramakant Khalap, Ex-Deputy Chief Minister of Goa and Ex- Law Minister, Govt. of India.

“SWAYAM” ...The Strength Within, helps students in achieving their entrepreneurial dream through Entrepreneurship Development Programmes.

The main objectives of ED Cell are:

1. To promote and encourage entrepreneurship as a viable career option.
2. To impart training to help students to hone their entrepreneurial skills.
3. To provide students, a platform for interaction with Entrepreneurs

The ED Cell committee comprises of Director, Faculty Coordinator, President-ED Cell (Student), Vice President (Student) and core committee of students.

Entrepreneurship brings together the entire gamut of management skills and hones them to a keen edge. An entrepreneur is the embodiment of a skilled management practitioner. The Entrepreneurship Development Cell celebrates entrepreneurs and the spirit of entrepreneurship. It is a forum that enhances the overall knowledge base of the students by going well beyond the prescribed curriculum. People who have taken the entrepreneurship road provide first hand knowledge to students about the pleasures and pitfalls of owning their own business, and how best to manage it for success.

ED Cell organises various activities like Guest sessions, Seminars, Workshops, B-Plan competitions, Company Formation, Panel discussions and Movie screening.

The efforts taken by PCMRD have borne fruit. In last 5 years, around 30 students have either started their own enterprises or were inspired to join their family businesses.

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

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

Response: 9

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

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

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

3.3 Research Publications and Awards

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

Response: No

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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

Response: Yes

| File Description | Document |
|------------------------------------|-------------------------------|
| e- copies of the letters of awards | View Document |
| Any additional information | View Document |

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

Response: 1

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 1

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

Response: 1

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

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 0.09

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

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

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

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years**Response:** 2.55

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 6 | 6 | 7 | 8 | 0 |

| File Description | Document |
|---|-------------------------------|
| List books and chapters in edited volumes / books published | View Document |
| Any additional information | View Document |

3.4 Extension Activities

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

Response:

In line with our vision of providing value centered management education, PCMRD encourages its students to contribute to social causes. PCMRD partnered with Rotaract club of Kothrud, Pune to deliver this initiative. RC-CMRD (Rotaract Club – Centre for Management Research and Development) was established on 20th October 2007.

RC-CMRD identified four distinct streams under which programmes were undertaken:

- Club Service
- Community Service
- Professional Development
- International Service

Significant activities carried out by RC-PCMRD included

- Blood Donation Camp
- Tree Plantation
- Village Adoption
- Nirmalya Kalash Project
- Cleaning Drives
- No-Cracker Diwali
- Polio Campaign
- Road Traffic Safety Campaign

The Nirmalya Kalash project was carried out during the Ganesh Festival wherein Puneites were encouraged by our students to deposit all the waste in one place instead of dumping it into the dams / rivers.

In 2015-16, PCMRD established the in-house PCMRD Community Development Cell (PCDC). The objective of PCDC is to produce socially conscious management graduates. It provides a platform for students to conceptualize, initiate and organize activities related to social issues and community development. Various programmes are organized by and for students to elevate their awareness about social issues and turn them into socially responsible citizens. The activities conducted under the aegis of PCDC are:

- **Blood Donation Camp:** Blood donation is surrounded by myths and misinformation that inhibits people from taking up this noble cause. Blood donation camps provide a platform for dissemination of information and demonstrate the safety of this act. Our students realise that this selfless act on their part can help save a life.
- **Orphanage Visit:** A good childhood is the foundation of a contented life. We encourage our students to donate to organizations that provide shelter and upbringing to children are not blessed to have their parents around.
- **Hill Cleaning Activity:** PCMRD is situated next to Vetal tekdi, an ecologically and geologically significant spot in Pune. It is a popular trekking trail and picnic spot; this leads to littering and defiling of this beautiful landscape. Our students undertake clean-up activities and invite community participation to maintain the cleanliness of this area.
- **Road Traffic Safety Awareness Campaign:** Pune offers employment to an expanding population of professionals. The city's roads witness daily traffic congestion and people flouting traffic safety and rules. PCMRD contributes to raising awareness about road safety through this initiative.
- **Wildlife Awareness Drive:** Our campus is adjacent to the office of Conservator of Forests, Pune. We are thus in proximity to a vast store of ecological knowledge and have taken advantage of this by inviting officials from this office to educate our students about the flora and fauna of the region, and raise awareness about the threat to it from various sources.
- **Tree Plantation:** It is commonly acknowledged that urban areas face the threat of dwindling green cover. As a result, various ills beset us. We undertake tree plantation drives in our campus to preserve and expand the green cover. Our students understand the vital part green areas play in maintaining the ecological and aesthetic balance in an urban environment.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

Response: 6

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

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

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

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

Response: 13

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

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

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

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

Response: 41.98

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 108 | 60 | 89 | 0 | 33 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Average percentage of students participating in extension activities with Govt or NGO etc | View Document |

3.5 Collaboration

| <p>3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>Response: 311</p> | | | | |
|--|-------------------------------|---------|---------|---------|
| <p>3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years</p> | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 74 | 57 | 33 | 42 | 105 |
| File Description | Document | | | |
| Number of Collaborative activities for research, faculty etc | View Document | | | |
| Copies of collaboration | View Document | | | |
| Any additional information | View Document | | | |

| | | | | |
|--|---------|---------|---------|---------|
| <p>3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>Response: 6</p> | | | | |
| <p>3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)</p> | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 2 | 1 | 2 | 0 | 1 |

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

NVAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

PCMRD has adequate infrastructure which fulfills the requirements of statutory bodies.

The institute has total four classrooms with LCD Projector, Audio Visual Aids and Wi-Fi facilities.

Institute has 90 computers with internet facility. 60 computers are provided for the students in the computer lab. The carpet area of Computer lab is 189.09 sqm. The Institute also has well-equipped seminar hall with ICT facilities and its carpet area is 187.49 sqm.

We have well equipped Library with learning material such as journals, e-books etc. As per the new syllabus books are made available for various subjects.

Adequate facilities are available in terms of:

1. Class Rooms
2. Tutorial Room
3. Seminar Hall
4. Computer Lab with internet and Wi-Fi facilities
5. Computer Equipment
6. Server Room/Computer Center
7. Printers
8. Scanners
09. Photocopy Machine
10. Library & Reading Room
11. Faculty Room with Individual cubicles
12. Boys' Common room
13. Girls' Common room

14. Training & Placement Cell
15. Maintenance Room
16. House Keeping Room
17. Central Stores
18. Facilities for differently abled students like ramp.

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

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

Response:

The Institute has an excellent infrastructure and its beauty is augmented with Vetal Tekdi in the background. The institute believes in providing facilities for sports and cultural activities apart from the ones that are required for conducive academic environment. These are essential to enhance the personality, social skills and improve the general fitness of the students.

Facilities for outdoor sports:

- Huge Playground for Football and Cricket
- Basketball & Volleyball Court
- Badminton Court
- Swimming Pool
- Skating Rink

Spacious playgrounds for football is available. It is 4512 Sq.Mtr, Basketball court area 882 Sq.Mtr, volleyball court 364 Sq.Mtr and Badminton court 81.74 Sq.Mtr. These facilities are utilized for sports activities conducted under the various events like Lakshya – Intra Institute Competition, PCMRD Fest. Students utilize these facilities on regular basis for practice after the college hours to prepare for participating in competitive sports at university, district/state and national level.

Facilities for indoor sports:

For the ones who are not inclined to outdoor games, the institute has made provision for indoor games, like Chess, Carrom, Board Games, etc. It helps the students to develop their problem-solving skills, utilize the opportunity to socialize with others and to explore and develop their creativity.

Gymnasium:

We also have a well-equipped gymnasium (630 sq. ft.) for use of staff and students, to rejuvenate energy for better performance in all fields. There's nothing more important than our good health – that's our principal capital asset.

Amphitheatre:

We have an Amphitheatre, with seating capacity of 450 persons, to hold various cultural events like singing, dancing, drama, treasure hunt, etc. Lakshya, PCMRD Fest, Alumni Meet are organized at this Amphitheatre to add to the grandeur of the event.

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 5

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

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

Response: 42.28

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 11.97 | 11.41 | 11.30 | 14.25 | 17.46 |

| File Description | Document |
|---|-------------------------------|
| Details of budget allocation, excluding salary during the last five years | View Document |
| Audited utilization statements | View Document |
| Any additional information | View Document |

4.2 Library as a Learning Resource

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

Response:

PCMRD uses automated Integrated Library Management system (ILMS). This system is used to maintain accession register, Issue register, and deposit register of books. This system also has OPAC (Online Public Access Catalog) and this facility help users for searching books through Interact.

User can search the library resources as per follows:

1. General Search: Title, Author, Publication and Keywords
2. Advance Search: The searching can be done with various combinations such as Title, Author, Publication Keywords and Accession Numbers
3. Accession Search: Search can also be done through the accession numbers without mentionig the title or author of the books. This facilitates fast & accurate searching.

Reports: Integrated Library Management System (ILMS) is an auto library which helps to generate various reports. It also helps in maintaining optimum stock and tracking of the library

OPAC

(Online Public Access Catalog) Integrated Library Management System (ILMS) is help users for searching books through Title wise, Author wise, Publication wise and Accession No. wise, this is a very simple and fast services.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

Response:

PCMRD has huge knowledge resource in its collection for faculty and students. Various reference books are available in the library on different subjects and authors. The Institute Library also provides different types of services to students like syllabus, Question Papers, Project Reports, Dissertation Reports, CD's, Newspaper Clipping, Journals other books on competitive exam like CAT, GMAT, MCSE Common Admission Test, and CSR Magazine are also available for student reference. The institute library has good English, Hindi and Marathi Literature collections.

Library has rare books like Encyclopedia of Management, An Executives Encyclopedia of Management Practices, Business Management and Globalisation, Encyclopedia of Logistics Management, The Encyclopedia of Strategic Marketing Management, Management Millennium, Japanese Multinationals Abroad, The WTO as an International Organization, The Amul India Story, Nokia the Inside story, William Shakespeare the Complete Works, Atal Bihari Vajpayee four Decades in Parliament (Set), B. R. Ambedkar, Constitutional Law of India, My Presidential Year, Investor Beware : Investigating Investment and Scams Etc.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

4.2.3 Does the institution have the following:

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

- A. Any 4 of the above
- B. Any 3 of the above
- C. Any 2 of the above
- D. Any 1 of the above

Response: B. Any 3 of the above

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

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

Response: 1.78

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.82 | 1.43 | 0.64 | 1.69 | 4.34 |

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|---|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | View Document |
|---|-------------------------------|

| | |
|--------------------------------|-------------------------------|
| Audited statements of accounts | View Document |
|--------------------------------|-------------------------------|

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

Response: Yes

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|----------------------------|-------------------------------|
| Any additional information | View Document |
|----------------------------|-------------------------------|

4.2.6 Percentage per day usage of library by teachers and students

Response: 11.22

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

Response: 23

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|----------------------------|-------------------------------|
| Any additional information | View Document |
|----------------------------|-------------------------------|

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

PCMRD has good IT infrastructure.

- The Institute provides its students with state of the art IT infrastructure. Institution's Computer Lab, Library, Office, Classrooms and Staff Room has **90** internet enabled computers.
- This ensures that we have the Student Computer ratio of 16:5 well above the AICTE norms of **1:6**.

- Budget for IT infrastructures is prepared by the Institute to enhance and update the facilities.
- Internet has a speed of 50 Mbps Ratio-1:1 and entire PCMRD is enabled with Wi-Fi facility to allow the students to access the internet.
 - In 2013 PCMRD upgraded Lease line from 2 Mbps to 4 Mbps with 1:1 ratio.
 - In 2014 upgraded Lease line to 5 Mbps with 1:1 ratio.
 - In 2017 upgraded Lease line to 10 Mbps with 1:1 ratio.
 - In 2018 upgraded Lease line to 50 Mbps with 1:1 ratio.
- Institute has Tally software that ensures Accounting within the institute is computerized and information is readily accessible to authorized users.
- Computer configuration is frequently updated as and when required.
- The Institute regularly upgrades both the software and the hardware facilities as per academic requirements.
- The computer lab is connected with LAN connection and it provides central access to students for printing.

Purchase of Printers-

Institute has total 6 printers. Recent purchases are mentioned below:

- In 2014 purchased HP LaserJet 1020 Printer.
- In 2016 purchased HP All in One 7612 Scanner.
- In 2017 purchased HP LaserJet 1020 Printer.

Purchase of Computers-

- In 2012 purchased 30 No. of Acer Desktop (i3/4 GB RAM/500GB HDD/DVD-RW/18.5 TFT LCD Monitor/ Microsoft Windows 8 Pro/ MS Office Pro 2013.
- In 2014 purchased 1 No. of Acer desktop (i5/6 GB RAM/ 500 GB HDD/DVD-RW/18.5 TFT LCD Monitor with Windows Ubuntu.
- In 2015 purchased 3 No. of Acer desktop (i3/4 GB RAM/ 500 GB HDD/DVD-RW/ 18.5 TFT LCD Monitor with Windows-8.1, MS Office 2013.
- In 2016 purchased 6 No. of Acer desktop (i3/4 GB RAM/ 500 GB/18.5 TFT LCD Monitor with Windows-10, MS Office 2013.
- In 2017 purchased 11 No. of Acer desktop (i3/4 GB RAM/ 1 TB/18.5 TFT LCD Monitor with Windows-8.1, MS Office 2016.

Purchase of WIFI Routers-

- In 2015 purchase 2 No.s of DLINK WIFI Router
- For security of IT system, Firewall and Anti-virus software are upgraded regularly.
 - In 2015 Upgrade Dell SonicWall Firewall Network Security Appliance Model No-NSA-2600 for 3 years.
 - In 2018 Dell SonicWall Firewall Renew for 3 Years.
- Licensed Copy of Windows XP, Win-8, Win-8.1 and Win-10 Professional and MS-Office Academic and Standard Version-2007, 2010, 2013, 2016.
- 21 KVA UPS Backup.
- The passages, Staircases and other area under CCTV Surveillance.

Computer Lab usage-

Computer Lab timing is 8 A.M to 9 P.M

The dedicated classes are held in computer lab for subjects like MS Excel, Computer Aided Personal Productivity Tools, Industry Analysis and Desk Research, Financial Modelling, Summer Internship Projects Reports and Dissertation Reports.

Internal Online Examination and SPPU Online Examinations are also conducted in computer lab.

Students use computer lab for making presentations, reports and other evaluations.

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

4.3.2 Student - Computer ratio

Response: 3.2

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 35-50 MBPS

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

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

Response: 34.55

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 11.77 | 8.56 | 8.91 | 10.57 | 14.91 |

| File Description | Document |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | View Document |
| Audited statements of accounts. | View Document |
| Any additional information | View Document |

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

Response:

We have well defined policies for usage of physical, academic and support facilities .

Physical Infrastructure

The Parent Body / Foundation has appointed a full time Civil Engineer for the assessment / supervision/ development if any in existing building/Infrastructure.

Equipment and Computer Maintenance Committee

The Institute has a dedicated in-house technical staff to carry out the maintenance and ensure working condition of the equipment and computer facilities of the institution. Computer lab has a lab attendant who looks after the computers in the computer lab. All other electrical and electronic equipment are maintained by the technical staff appointed by The Parent Body / Foundation.

Housekeeping Activities:-

The Institute has a supervised housekeeping activity that ensures the cleaning activities throughout the day

besides the planned hourly work. Institute has dedicated housekeeping staff for each floor, department and administration officials, etc. to ensure cleanliness and related work.

Administration Officer supervises the House keeping staff and is one point of contact for all the requirements regarding Infrastructure / Sports facilities / Support facilities as well as for the Support Staff work allocation as per SOP.

Library

The general rules for the usage of Library are well defined.

Computer lab

The general rules for the usage of Computer Lab are well defined.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 22.2

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 47 | 39 | 18 | 18 | 25 |

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

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

Response: 0.58

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

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

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

5.1.3 Number of capability enhancement and development schemes –

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

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: C. Any 5 of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability enhancement and development schemes | View Document |
| Any additional information | View Document |

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

Response: 22.97

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 49 | 35 | 21 | 19 | 27 |

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

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

Response: 63.02

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 81 | 63 | 74 | 67 | 97 |

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

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

Response: Yes

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

5.2 Student Progression

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

Response: 55.53

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 43 | 24 | 24 | 30 | 29 |

| File Description | Document |
|---|-------------------------------|
| Details of student placement during the last five years | View Document |
| Any additional information | View Document |

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 4.17

5.2.2.1 Number of outgoing students progressing to higher education

Response: 3

| File Description | Document |
|--|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Details of student progression to higher education | View Document |

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**Response:** 0

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

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

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

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

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

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

Response: 43

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 4 | 17 | 21 |

| File Description | Document |
|--|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | View Document |
| e-copies of award letters and certificates | View Document |
| Any additional information | View Document |

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

Response:

A Student Council is a group of elected and nominated students working together with a faculty advisor to provide a means for student expression and assistance in Institute's affairs and activities. It also serves as a platform where students get to explore and see practical aspects of management concepts like leadership, planning, co-ordination, team work and many more, that enhance their competency. It is an important forum where students can share their opinions, interests and concerns with entire student body, faculty and management.

The purpose of the student council is to give students an opportunity to hone their skills by organizing college activities. The student council is considered to be the voice of the student community. It contributes to the educational experiences of students by providing them with a positive involvement in the college, with widened areas of responsibilities and with direct participation in organizing and implementing activities. Ideas are presented, voted upon and confirmed by the student council members.

In PCMRD, the student council is formed as per the guidelines of Savitribai Phule Pune University. The student council consists of 10 to 14 student members. One student from each class (MBA I, MBA II) is nominated by the management, who has shown academic merit. One student is nominated as a representative for each activity conducted in the college, such as sports activities, cultural activities, management events, entrepreneurship development cell, community development cell and placement cell. Two lady student members are nominated by the Director. Amongst all members, one is elected as general secretary/ president of the council. The role of General Secretary is to organize regular meetings of the student council, to coordinate the student council activities and represent students in university.

One of the objectives of the council involves planning and organizing intra - college activities. In these meetings, the council helps in planning for the events from the start to end, such as the budget for the event, the duties and roles are assigned to the students, etc. The council also identifies new activities that can be incorporated in the Academic Calendar. A plan of action is prepared for the same and submitted to the Faculty Coordinator. It is then forwarded to the institute's Director for necessary approvals.

The council also strategies for participation in various inter-collegiate events keeping the skill set of the students in mind. The Institute has a policy to reimburse the registration fees of students' participating in such events. This acts as an added advantage for the students.

Student council is an important body as it is a medium for the students to initiate their involvement in the institute's activities. Thus, it aims to enhance communication between students, staff, teachers and the management. It promotes a positive and healthy environment in PCMRD.

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

Response: 24.8

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 28 | 23 | 27 | 20 | 26 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| Number of sports and cultural activities / competitions organised per year | View Document |

5.4 Alumni Engagement

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

Response:

Being one of the oldest Management Institute in Pune, Pravara Centre for Management Research and Development has large alumni database. PCMRD believes that "Our alumni are our Brand Ambassadors in the national and international arena". Alumni Relationship Cell (ARC) is maintaining a good relation with alumni by organizing Guest Lectures, Industrial Visits. PCRMD is pro-actively involved in connecting the alumni to the present batch of students. PCMRD has very strong alumni base an Alumni association is in

the process of being registered.

Role of Alumni

- Providing employment opportunity both for Summer & Final Placement.
- To organize Alumni meets once in three year to renew old bonds with Alma-mater.
- To guide present students on employability skills and Industrial Experience.
- To encourage/help/support institute to create Memorandum of Understanding with Industry.

Contribution of Alumni

Following are the Non-financial contribution done by the Alumni Association:

- Industry Expert sessions.
- Experiences sharing/Guest sessions by Alumni
- Orientations on “How to choose Specialization?”
- Summer Internship Project Opportunities.
- Final placements
- Knowledge sharing for content development.

Future Plans

- Completion of Registration Process of Association
- Alumni-Mentorship Program.
- Procuring Joint Research Projects with Industry.
- Boosting involvement of Alumni in “Start-up and Innovation Cell”

PCMRD Alumni acts as the essentials bridge for institution –industry interface and also contributes to the growth of the institute and its students by lending their support and expertise.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

| File Description | Document |
|---------------------------------------|-------------------------------|
| Alumni association audited statements | View Document |

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

Response: 0

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

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

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Pravara Centre for Management Research and Development institute (PCMRD) and its leadership focuses on quality education as a tool for social, educational and economic upliftment of students. Culture of educational excellence at PCMRD is reflective of ethics and values of people who lead this organization.

Antecedents of the institute can be traced to the works and thoughts of Padmashree Dr. Vittalrao Vikhe Patil who was a pioneer in cooperative movement having started the first ever sugar factory in cooperative sector. He envisioned development using modern technology and promoted social entrepreneurship. Dr. Balasaheb Vikhe Patil actualized his father's vision by founding a charitable Trust; Dr. Vikhe Patil Foundation. It is devoted to bringing about socio-economic emancipation of youth through providing excellent and affordable quality education. PCMRD's vision and mission have been derived from the philosophy of our forefathers.

VISION

To emerge as a leader in the field of value centred management education in India.

MISSION STATEMENT

To impart quality education and conduct socially relevant research in the field of modern management while retaining traditional Indian values.

PCMRD QUALITY POLICY:

PCMRD aims at achieving excellence in management education with recognition at national level. To achieve this, PCMRD stands committed to;

- Providing better coordination and delivery of academic services to the students through a transparent system at all levels.
- Improving links between the worlds of academics and that of industry and business through a Town and Gown Program.
- Going beyond curriculum in developing aptitudes for employability, life-long learning skills and attributes.
- Constant review of full range of teaching and non-teaching activities so as to ensure that learning takes place within a portfolio of value-centered and socially relevant research-led programs.

PCMRD GOALS:

- To provide affordable and high quality education to students.
- To inculcate human values in management education and research for enabling the graduates to

effectively lead society in the emerging border-less world.

- To bring about healthy synergy between the worlds of business and industry, on one hand and those of pedagogy and research, on the other.
- To benchmark against the best and continuously improve in all spheres and at all times.
- To create a learning environment, while helping students to add value in all fields of the business activity.

Governance Mechanism

Director plays a key role in communication between top management and staff. Faculty follows policies and plans in an alignment with management’s vision, goals and policy objectives.

Alumni Cell provides an appropriate interface between stakeholders and industries for curriculum development, student projects and MOU and recommendation based employment.

Academic Coordinator communicates plans and policies to the faculty. Faculty plays an important role for planning, development and smooth conduct of academic functions apart from their regular role as a teacher.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

6.1.2 The institution practices decentralization and participative management

Response:

In order to achieve desired academic performance, the leadership responsibilities are divided at management, institutional and functional level.



Management firmly believes in participative management and strives to bring in excellence through structured organizational system with the involvement of all stakeholders. The method used for creating leaders at different levels is described as follows:

- The management gives sufficient freedom to the Director, who acts as academic head of the

institution in order to fulfil vision and mission of the institution.

- Flow of decisions and suggestions takes place as mentioned below.



- Every faculty is given complete freedom to identify their best potential by providing them equal opportunities. They are always motivated and encouraged for enhancing their qualification along with skill updating. All the faculty members are involved in all activities in the institute. The senior members are appointed as conveners of various committees and are given full autonomy in decision making.
- Students are motivated and encouraged to participate in various co-curricular and extracurricular activities. Students can be selected as Class Representative, Heads, and Members of various committees are aligned with Student Council. It develops management skills, capacity to handle challenges and time management etc.
- Various stakeholders of the institute are members of the statutory bodies
- The Institute has systematic feedback mechanism that includes teaching-learning process and curriculum relevance.
- Feedback from alumni is taken for the improvement of the institute set up.
- The Director works closely with faculty, offers effective leadership by setting up a system of participative decision making process and coordination in various activities.
- The Institute ensures participative management.
- Strategic plan for the activities of an academic year is formed out by the Director in consultation with the faculty.
- Consultations are sought from the faculty in making decisions related to teaching, learning and assessment processes.
- The faculty through coordination with non-teaching staff takes care of the smooth running of the administrative system organized for various student events.
- Student Council leads in all activities in intra-institute and inter-institute management events, sports and cultural activities.
- The Institute promotes participation of students, faculty and staff in all curricular, co-curricular and extra-curricular activities, community development and Social works.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

6.2 Strategy Development and Deployment

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

Response:

PCMRD: “Strategy for Education Excellence”

Strategy 1: IMPROVE MANAGEMENT EDUCATION

Plan A: Provide students with an excellent management education

- Sessions link with case study and field work projects.

Plan B: Foster an Environment Focused on Student Success

- Along with the University approved subjects, additional trainings, counselling for overall growth.

Plan C: Enhance recruitment and selection of students in companies.

- Constant guidance as GD, PI, Specialization Selection through Placement Cell

Plan D: Enhance student engagement in entrepreneurship

- Establishment and development of Entrepreneurship Development Cell. *Flagship event “ED-Workshop”*

Strategy 2: IMPROVE FACULTY DEVELOPMENT AND REPUTATION

Plan A: Build a community of a diverse group of faculty.

- To inspire, educate and mentor future graduates so that they may succeed in a diverse global professional environment.

Plan B: Promote a healthy and friendly organizational environment.

- Adequate faculty number, representing Assistant Professor, Associate Professors and Professors with equal opportunity for every faculty to grow.

Plan C: Provide individuals and the organization with the resources to respond efficiently and

effectively to current and future demands for service.

- All necessary modern teaching aids required by a faculty to efficiently and effectively teach the students.

Strategy 3: IMPROVE RESEARCH AND SCHOLARSHIP

Plan A: Set a path for Research Goals

- Conduction of Summer Internship Project orientation sessions, platform for research paper/article writing.

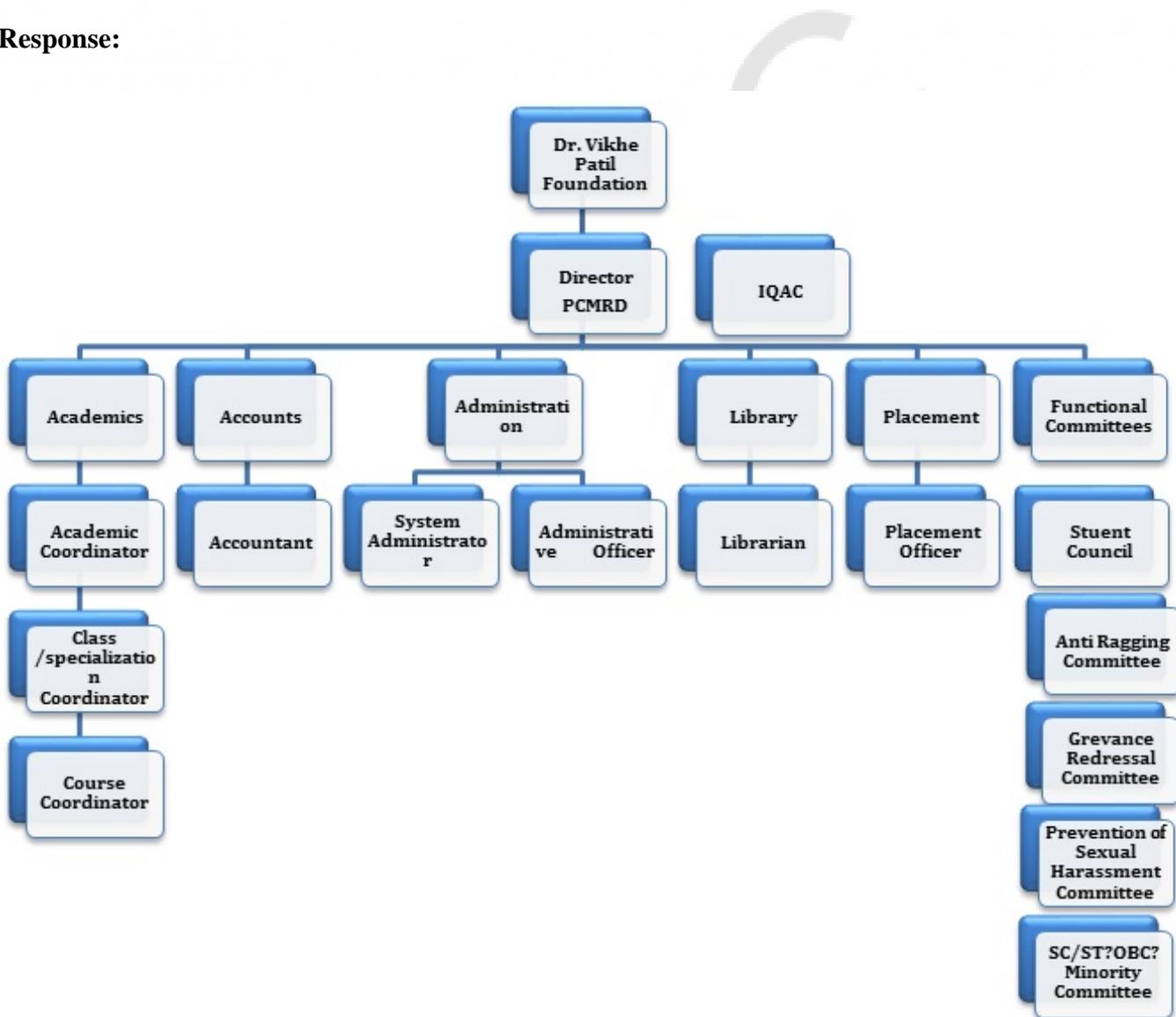
Plan B: Availability of research opportunities.

- Encouragement to participate in University and Private bodies sponsored research programs.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response:



Director:

The Director determines and monitors Institute’s strategic objectives and policies. He is administrative head of the institution. He acts as a leader to execute polices down the line and approves strategies for overall development of the institute. He delegates tasks to implement decentralized governance system.

Academics:

Director appoints Academic Coordinator who is responsible for planning, communicating curriculum and implementation policies. Academic Coordinator along with class coordinator prepares Academic Calendar, Time tables, Activity Schedule. Class Coordinator is responsible for attendance record; leave record, effective implementation of Class time table, adjustment of session in case of absence of faculty, collation of Concurrent Evaluations etc. Course coordinator is responsible for maintaining course file for every subject taught. At the end of the semester, Academic coordinator verifies all course files and report accordingly to Director about status of implementation of curriculum.

Accounts:

Accountant looks after daily receipts-payments. Other activities include student fees, staff salary, utility payments, TDS reconciliations, vendor payments, budget preparation, finalization of accounts.

Administration:

System administrator looks after all ICT related work. He provides software and hardware technical support to the institute. He also takes care of maintenance and updating of the system.

Assistant Administrator keeps liaisoning with statutory bodies and prepares, submits the reports required by AICTE, DTE, and Fee Regulation Authority, Savitribai Phule Pune University. He is also responsible for compliances for students' related work.

Library;

Librarian is responsible for improvement and library resources. He looks after requirement of books and membership of academic resources. He organizes meetings related to the working of library. His main responsibilities include purchase and stocking of books, journals and magazines.

Placement:

To correspond with prospective companies for interview date and schedule of events is the main objective of Placement Officer. She also keeps liaisons with the industry for students' Placement requirements. Counselling and mentoring students with respect to Placement, Registration in company, Personal Interview and Group discussion are the key roles of Placement Officer.

Service Rule

PCMRD's Authorized Signatories make appointments under different categories. All employees appointed directly against permanent vacancies are placed on probation for a period of two years. During the period of probation, an employee's ability to perform as a contributing member of the organization is evaluated and appropriate recommendation by the immediate supervisor is obtained. There is increase in the employee's salary on confirmation agreed by PCMRD Management.

Recruitment

- Vacancies, if any, are published in newspaper through an advertisement.
- Interviews for the candidates are scheduled.
- University panel selects candidates and submits selection report to the Savitribai Phule Pune

University.

- Application for candidate's approval is submitted to the university after his/her joining.

Promotional Policies

- Faculty submits Performance appraisal forms.
- Their performance and responsibilities undertaken throughout the year are evaluated.
- Based on this, proportional increments and promotions are offered to the faculty.

Grievance Redressal:

- Teaching and non-teaching staff members are advised to approach Grievance Committee for grievance, if any.
- After receiving an application, committee hears the staff member in person and address redressal.

6.2.3 Implementation of e-governance in areas of operation

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

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

Response: A. All 5 of the above

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

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

Response:

Various committees for internal coordination and monitoring of the institute are:

1. Internal Quality Assurance Committee:

The IQAC committee initiates, plans and supervises various activities that are necessary to increase quality of education imparted in the institute. The committee mainly consists of faculty members and students. The examination result analysis is very useful source to understand the performance of the students in examination. Opinions of students are also taken into consideration in the form of student feedback to ensure quality learning.

2. Committee SC/ST:

The Committee takes care of SC/ST students with respect to; solving any problems occurred during their educational career and any issues relating to discrimination experienced by the students in the institute.

3. Minority Committee:

The institute has set up a minority committee, which regularly collects and inspect works, documents and records in order to gather information about the students and provides this information wherever required.

4. Grievance Redressal Committee (GRC)

The Grievance Redressal Committee is intended to find solutions for problems like complaints regarding classroom teaching, curriculum delivery, completion of syllabus, fees, scholarships, freeships, documents etc. as and when they arise.

5. Anti-Ragging Committee

It is formed for overseeing the implementation of recommendations of the Anti-ragging Verdict. Undertaking is taken from the students and their parents who are newly admitted, about not getting involved in any form of ragging and immediately informing the committee if they notice such activity.

6. OBC Committee

It is formed for overseeing implementation of recommendations of the OBC Category. This committee comprises of teaching faculty, administrators and student representatives.

7. Prevention of Sexual Harassment Committee (PSHC)

PCMRD is committed in creating and maintaining an environment which is free of all forms of gender violence, sexual harassment and discrimination on the basis of sex/gender. For this, Institute has constituted the committee called, "Prevention of Sexual Harassment Committee at the workplace."

8. Library Advisory Committee

All through the year, the institute has been striving to equip and strengthen the library with books, journals and other resources. In order to improve library service to faculty and students, the Library Advisory Committee is set up. Meetings of the committee are organized periodically. Issues or any other tasks

related to the improvement of Library are discussed by the members

9. Entrepreneurship Development Cell

To inculcate the spirit of entrepreneurship among the students, PCMRD had established Entrepreneurship Development Cell named 'Swayam' on 1st September 2012. 'Swayam' the Strength Within, helps students in achieving their entrepreneurial dream through Entrepreneurship Development Programmes.

The main objectives of ED Cell are:

1. To promote and encourage entrepreneurship as a viable career option.
2. To impart training to help students to hone their entrepreneurial skills.
3. To provide students, a platform for interaction with Entrepreneurs

ED Cell organises various activities like Guest sessions, Seminars, Workshops, B-Plan competitions, Company Formation, Panel discussions, E-Talk and Movie screening. This inspired students to either start their own enterprises or were inspired to join their family businesses.

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

6.3 Faculty Empowerment Strategies

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

Response:

Employee welfare is at the core of the operation of PCMRD. Employee welfare is taken care of through various facilities and amenities provided to the employees for their betterment.

The institution has implemented several welfare schemes that include:

1. Leaves provided as per policy such as Vacations, Maternity Leave, Casual leave, Compensatory off, Earned leaves and on duty leave. Faculty can take vacations after the end of each semester. On duty leave is provided for participating in seminar, workshop or any other research related task or official work. Apart from this University notified holidays, other holidays are provided.
2. Employee Provident Fund (EPF) and gratuity to both teaching and non-teaching staff as per government and the university rules are given to the employees.
3. Salary is directly credited to the employee bank account and paid on time.
4. Adequate information and communication technology infrastructure is provided to the whole staff to carry out their work efficiently.

5. Emergency Medical Kit is made available for staff to meet any First Aid treatment on the campus. Few hospitals such as Ratna Memorial Hospital and Joshi Hospital are in the vicinity, in case further treatment is required.
6. There is performance appraisal system in place. The faculty fill up performance appraisal form. Their work done throughout the year is evaluated and respective increments are given to them.
7. Financial support is given for paper presentations in Seminar and Conferences.
8. There are amenities such as swimming pool, gymnasium or playground, basketball and volleyball ground. The staff can avail these services if he wants.
9. Travel and dearness allowances (T.A.D.A.) are provided to the staff when he is on official tour. The staff can take work advance before commencement of the tour.
10. Appropriate Conveyance allowances are provided depending upon the type of vehicle such as two wheelers, four wheeler or any other means of travel.

Benefits of the employee welfare are;

- It facilitates to improve loyalty and morale of the employee
- It reduces employee turnover and absenteeism
- It assists to improve goodwill and public image of the organization.
- It helps to improve employee productivity

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: 7.17

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

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

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

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 0.8

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

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

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

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**Response:** 8.71

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

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

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

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

Annual self-assessment for the performance-based appraisal is structured procedure adopted by the

institute. Institute has its own Performance appraisal system. Performance of the faculty is regularly monitored by the concerned authority. The faculty has to submit performance appraisal form (PAF) to the Director. He has to write all details prescribed in the form.

The points in the PAF includes-following parameters for their assessment;

1. General information and academic background. The details such as staff's standard 10th ,12th, graduation, any other course/certifications completed need to be mentioned.
2. Strengths and areas to develop. These points about him need to be clarified so that necessary actions for improvement and utilization of his/her skills can be understood for his further development.
3. Teaching plan; planned and actual.
4. Student assessment scores of the previous year are to be mentioned so that necessary action for his teaching can be understood.
5. Paper Publications.The staff's research contributions are understood through number of paper publications he has done.
6. Seminars and Conferences attended and paper publications in the same are ascertained.
7. Industry sponsored projects. These details are obtained to know the staffs' contribution in the Institute –Industry interactions.
8. Achievements and participations in various seminars,workshops,programs /events are sought.
9. Involvementof the staff in other areas of wholesome development, new initiatives for the students, corporate social responsibility or system initiatives are considered
10. Plansof the faculty for new academic session are seen.
11. Self-assessment scores for achievements, decision making ability, initiative, ability to motivate and inspire, communication skill written and oral, interpersonal relations and teamwork, adaptability, dependability, tenacity, loyalty, integrity, moral courage, state of health, administrative ability need to be filled up by the faculty.
12. Attendanceof the staff for the year need to be written in the form.
13. Leaves availed throughout the year are to be mentioned in the form.
14. Disciplinary actions taken on the staff, if any need to be mentioned.
15. Any other matter/issues if aroused in a year need to be mentioned.

After filling up all these details, it is submitted.These forms are reviewed by the Director. If performance of a faculty is up to the mark, then the faculty is appreciated by giving appreciation letter, offering

increments.

Performance of the non-teaching staff is monitored by the Director. Their assessment is done on quality of accuracy, general intelligence, capacity, reliability, honesty, dependability, punctuality etc.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Pravara Centre for Management Research and Development implements two levels of audit mechanisms as follows

1. Internal audit
2. Statutory (External) audit

Accounts department is responsible for management of the organization's cash flow and ensures that enough funds are available to meet day-to-day payments.

Financial statements are prepared by the Accounts department which provides an overview of institute's financial status for the financial years. Internal audit ensures financial and management information Integrity.

External audit takes in to consideration vouchers of all bank and cash transactions, ledger scrutiny, analysis of fixed assets register, cash book, advance register, checking of bank reconciliation statement and scrutiny of all documents relating to purchase of fixed assets. There have not been any objections till date.

Accounts Department of Pravara Centre for Management Research and Development (PCMRD) has developed standard operating procedure for purchases. Few of them are as follows:

1. Policy for Purchases.

- Purchases of Capital goods
- Purchases of Stationary/Consumables
- Purchases of Library Books
- Material Receipts, Inspections and Payment

2. Policy for Processing of Bills for payment.

Being a Trust as per the provision of Bombay Public Trust Act, 1950 the accounts of the institute are required to be audited by a Chartered Accountant. The last external audit was done for the year ended on

31st March 2018.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: 0.62

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| .415 | .100 | .100 | 0 | 0 |

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

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

Response:

The institute has a well-defined procedure to monitor effective and efficient resource mobilization and utilization of resources for infrastructure, development and teaching-learning process. Management approves and guides as regard to financial transactions of the institute.

Funds are received to the institute through following ways.

- Fee is received from the students during admission process.
- Funds are received from the University for conducting university examinations such as theory examinations, online tests and project viva and dissertation viva. External examiners appointed by the university are invited to conduct the examinations.
- Partial funding is received from the university to organize National and State seminar.
- Funds are received from the individual firms for organizing events in the form of sponsorship.

The Institute has effective audit mechanism to monitor utilization of funds effectively and efficiently. Every transaction is supported by vouchers. All the collections are deposited in banks. Audit is done by

registered chartered accountant at the end of each financial year. The funds received from SPPU on account of conduct of examination semester wise, are distributed amongst teaching and non-teaching staff involved in the examination process.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

6.5 Internal Quality Assurance System

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

Response:

IQAC was constituted on 24/01/2018. Earlier Academic Monitoring Committee (IQAC) would work on the lines of IQAC. The primary aim of the IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. It has been collectively decided by the members of IQAC to apply to NAAC for assessment and accreditation of the institute.

IQAC steering committee has taken various meetings on Academic Quality Initiatives aligned with university guidelines. IQAC (AMC) has always focused on development of quality culture in the institution.

Quality Initiatives by IQAC

Initiative No-01: Enhancing the Impact of Internal Evaluation Mechanism

PCMRD follows Concurrent Evaluation parameters prescribed by the University. Internal Evaluation Parameters are decided by Academic Coordinator along with Course Coordinators. Students are informed well in advance all evaluation parameters with submissions dates.

1. Internal Evaluation Submission Policy

To enhance transparency in evaluation process IQAC has suggested the formulation of internal evaluation submission policy. It contains following aspects.

1. Role and responsibilities of Class Coordinator with respect to evaluations.
2. Communication of Final Submission Dates.
3. Submission of evaluations with signature and date.
4. Timeframe for students to submit pending evaluations.

2. Research Oriented Assignments

In order to inculcate the research skill and improve the research aptitude of students, IQAC has suggested incorporating research based evaluations in CIE. Evaluations can be in the form of:

- Market research
- Literature Review
- Desk Research
- Bibliography
- Field Projects
- Research based Presentations

Initiative No-01: Augmenting the Scope of PCDC Activities

PCMRD is always strives to inculcate social responsibility and awareness in students. To carry out the tradition forward, it organizes programs such traffic safety drive, hill cleaning, visits to orphanages. Traffic safety drive found to be most useful initiative for the students considering its current importance.

Earlier traffic safety drive conducted by the institute had limited scope. It was restricted only to the staff and students of PCMRD. As per the suggestions made by the IQAC, the scope of the traffic safety drive is extended. PCMRD has made a tie up with NGO named City Catalyst to create traffic safety awareness at larger scale.

Following activities are conducted under this Initiative:

- Forming a small group of students and targeting crowded areas for creating awareness.
- Displaying traffic safety posters.
- Distributions of pamphlets about safety rules.
- Campaigning about importance of Helmet.

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

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

Response:

In PCMRD, Academic Monitoring Committee (AMC) is responsible for monitoring day to day academic Calendar. Academic Coordinator is responsible for maintaining quality of teaching-learning process. PCMRD has structured process for monitoring, evaluating and maintaining data at institute level as well as management level.

Structure of AMC

AMC (existing IQAC) comprises of Director, Academic Coordinator and Senior Faculty members. It aims to maximize quality outcome of the institute in terms of academic performance, placement scenario and research. Committee frames guidelines for quality assurance in all the aspects of institutional growth.

Functions of AMC

- 1.Planning and development of quality parameters and benchmarks for the academic and administrative activities of the institution
- 2.Encouraging quality education and faculty empowerment to adopt the required knowledge and technology for learning process.
- 3.Acquiring stakeholder's feedback on quality parameters
- 4.Documents verification of quality parameters leading to quality improvement like Course File, Event File etc
- 5.To provide support for smooth functioning of the institute
- 6.Meeting excellence in education alien with rules and regulations of AICTE/UGC/DTE/DVPP/PCMRD.

Outcome

1. Director issues the faculty letters which comprises of their portfolios, job description and targets.
- 2.PCMRD has developed structured system through Academic Coordinator/NAAC Coordinator for holistic development of students.
- 3.Under same line various sub-committees are also formed for more focused task like Library Committee, Grievance Committee and Committees for various events.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

Response: 2.8

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

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

| File Description | Document |
|--|-------------------------------|
| Number of quality initiatives by IQAC per year for promoting quality culture | View Document |

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

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

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

There have been gradual improvements taken place in various areas in past five Years.

Student Placements:

There has been increase in placement ratio from 29 % to 89 % from years 2013-14 to 2017-18 respectively.

Academic Result:

Percentage of first class secured by the students in the university examinations was 13 % in the year 2013-2014. It has now increased to 35 % in the year 2017-18.

Student Extracurricular activities:

Participation of the students in extracurricular activities organized by other institutes increased cumulatively from 10 students to 58 students.

Internet facility and availability of software:

The campus is equipped with Wi-Fi, previously in 2013-14, there was broadband internet connection. There is dedicated leased line for the internet connection. More routers are installed for better internet connectivity everywhere in the institute premises. Windows XP has been replaced with Windows 8 and Windows 10.

Facilities for Divyangjan:

The facilities such as ramps are currently in place for comfortable movement of divyangjan in the campus.

Parking area:

There is spacious and convenient parking area for the students, visitors and staff.

Accounts working software platform:

In Accounts, Tally 7.2 has been replaced by Tally ERP 9.0 that made accounting work comfortable and speedy. All the entries can be stored accurately and precisely in the Tally ERP 9.0. They can be retrieved anytime for the purpose of record verification and to carry out any accounting work.

Admission process:

Admission process has become fast and convenient because of computerized record keeping in place of manual paper work which used to be lengthy and time consuming.

Students' details can be easily retrieved for the purpose of admission process. The students can be immediately contacted if there is any need of his/her document.

Further qualifications and certifications:

There are three Doctorate faculty in the institute at present and other faculty are pursuing Ph.D. The faculty have completed short certification courses.

Library:

Books issue and return process is replaced by PCMRDLib software that made entry process of books convenient and accurate in the Library.

The faculty and students also can use a library software 'OPAC' for accession of books and other library resources.

Information and communication technology:

New teaching pedagogies are used with the help of Information and communication technology such as use of video recordings, Google, YouTube and relevant websites.

Student feedback:

There is anonymous online entry of student feedback regarding faculty teaching.

Transport facility:

There is transport facility for the students for attending any event outside the campus.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 22

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8 | 2 | 6 | 1 | 5 |

File Description

List of gender equity promotion programs organized by the institution

Document

[View Document](#)

7.1.2

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

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

Response:

PCMRD organizes various lectures with local experts on gender issues who have a clear understanding of the problem within the current social and cultural context to help create and lead training sessions. These sessions facilitate discussions that highlight positive practices between men and women, and expose areas that need improved understanding to create awareness about gender sensitivity amongst the students.

a) Safety and Security:

Cyber security program related to the safety and security of women employees and students was Conducted.

A guest lecture was organized for the students. The Speakers were **Mr. Ashley Eates** and **Mr. Manas Krishna**. Their topic for discussion was **Cyber Crime- A Global Scenario**. Mr Ashley Eates is the **Chief Education Officer of Asian School of Cyber Laws**. They covered various aspects of the usage of a computer, as an instrument to further illegal ends, such as committing fraud, trafficking in child pornography and intellectual property, stealing identities, or violating privacy. According to him Cyber-crime, especially through the Internet, has grown in importance as the computer has become central to

commerce, entertainment, and government.

He also discussed about the offences that are committed against individuals or groups of individuals with a criminal motive to intentionally harm the reputation of the victim or cause physical or mental harm to the victim directly or indirectly, using modern telecommunication networks such as Internet (Chat rooms, emails, notice boards and groups) and mobile phones (SMS/MMS)

PCMRD was privileged to have **Senior Police Inspector Mr. Dayanand Dhome from Chaturshringi Police Station** for the “Women safety” awareness speech. Mr. Dhome spoke about some precautions female students should take while on the campus, or moving around the city. He also told about several rights a woman can avail in case of some mishap. The students suggested him to create an application for women safety. Mr. Dhome clarified all the doubts the students had. Grievance Redressal Cell has been formed to deal with grievances of staff and students. Anti ragging committee also tries to ensure healthy environment in the campus.

The institute is under continuous CCTV surveillance. Reception area, corridors, computer lab, exam control room all are covered under this. CCTV ensures the safety from thefts and deters the unauthorized entry of outsiders.

b) Counselling

The institute gives equal opportunities to boys and girls in leading various student activities. Equal opportunities are given to both the genders in terms of admissions, employment, training programmes, sports activities etc and so gender issues do not arise. Informal counselling sessions are organized by the in house teaching staff thereby giving the students a platform to discuss their problems related to lack of concentration, inattentiveness, absenteeism, home sickness, exam fear, adjustments with peers, decision making, self-confidence etc.

c) Common Room:

Institute has spacious and comfortable common rooms for both girls and boys. This space has been designed to give the students a place to relax, study, have informal discussions in free time available. Daily newspapers, magazines, are available for leisure reading. Students appreciate this facility a great deal.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

| 7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH) | |
|---|-------------------------------|
| 7.1.3.2 Total annual power requirement (in KWH) | |
| Response: 30 | |
| File Description | Document |
| Details of power requirement of the Institution met by renewable energy sources | View Document |
| Any additional information | View Document |

| 7.1.4 Percentage of annual lighting power requirements met through LED bulbs | |
|---|-------------------------------|
| Response: 3.49 | |
| 7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH) | |
| Response: 0.351 | |
| 7.1.4.2 Annual lighting power requirement (in KWH) | |
| Response: 10.068 | |
| File Description | Document |
| Details of lighting power requirements met through LED bulbs | View Document |
| Any additional information | View Document |

| |
|---|
| <p>7.1.5 Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Response:</p> <p>PCMRD believes in the three R's of waste management- Reduce, Recycle and Refuse. An awareness has been created towards the initiative of one of the three R's i.e Refuse. A collage activity was conducted for the students in line with the specific initiative- 'Refuse' under the topic 'Plastic free campus'.</p> <p>Solid waste is collected daily by the Pune municipal corporation. They have the proper mechanism of waste management and re-cycling of collected waste. The dry and wet waste is collected separately daily. Colour coded dust bins are used for collection of waste.</p> <p>Other solid waste (Newspapers, office papers etc) is accumulated and then sold to vendors as scrap in</p> |
|---|

every 6 months. Institute does not produce any hazardous waste.

The cups, glasses, plates used in canteen are ceramic and steel, thereby reducing the wastage and reuse of available crockery.

The institute tries to reduce paper usage and wastage by using one side papers for internal work. Back to back printing option is available for official paper work. Even the students are asked to submit few of their evaluations (Online MCQ, MS Excel Lab, Presentation Reports, Computer Aided Personal Productivity Tools, Industrial Visit Presentations, Soft Skills presentations, Role Plays etc) through emails thereby saving the paper. All internal communication is done through emails. The institute has its own portal for internal communication.

Liquid waste management

Institute has a well-constructed drainage system and closed collection tanks. These tanks are regularly cleaned to avoid stagnation of water and the cleaning part is outsourced to an external agency.

E-waste management

E-waste is generated in the Institute in the form of C.P.Us., Hard Disk Drives, Monitors, damaged CDs, Keyboards, Cables, Cartridges, etc. This e-waste is collected together and sold to vendors.

We believe that if we all contribute towards the three R's we will definitely be able to reduce the wastage that goes in the landfills.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rainwater harvesting is a technique used for collecting, storing and using rainwater for landscape irrigation and other uses. In our institute rainwater is collected from various points such as rooftops and aboveground hard surfaces.

PCMRD has received a certificate stating that the premise is covered under rainwater harvesting from an authorized consultant of Pune Municipal Corporation. They have certified that rain water harvesting system in our premise is as per the guidelines given by the government.

The Institute strategy in rain water harvesting and sustainable water management is the combined use and storage of surface and ground water through the creation of deep bore wells to achieve more efficiency in water usage.

- The institute has implemented water harvesting with the desire to conserve and utilize water.
- It has saved significant amount of water.
- The rooftop rain water gets collected in the bore well which is then utilized for non-drinking purpose.
- The college has a bore well of to meet to the general needs of the institution to some extent.
- The land near bore well is kept barren which recharges the institute bore well as the rain water seeps in the soil leading to increase in water table.
- The size of bore well is 3'× 2" whereas the size of filter chamber is 6'× 2".
- Only the surface water from top terrace is considered for rain water harvesting at our institute. The water from drainage system is not connected to it.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

7.1.7 Green Practices

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

Response:

Public Transport

The institute is located centrally and well connected through the public transport PMPML Buses, hence public transport is available with a good frequency. The PMPML bus route no 90 comes directly from Katraj covering the area of Dhankawadi, Swargate, Tilak road, Deccan Gymkhana. Bus Number 58 covers the city area where as route number 174 comes from Pune Station. These buses have direct connectivity to PCMRD. We have Bus stop right in front of the institute gate to encourage our students to use public transport. PCMRD provides the facility of **Student Bus pass** by PMPML where a monthly pass is issued at a subsidized rate.

Plastic free campus:

The institute is trying to make the campus plastic free. Even the files and folders in the institute are made of paper. In Canteen the crockery maintained is stainless steel and ceramic.

Paperless office:

The institute is trying to make sincere efforts towards maintaining a paperless office. Faculty are using audio-visual aids like **LCD Projectors, laptops and desktops** in the classroom. The subjects such as **Microsoft Excel, Computer Aided Personal Productivity Tools (CAPP), Financial Modelling, Presentations** are encouraged by the faculty as their evaluations are also done paperless. **Wi-Fi facility** has also helped in promoting paperless activities as the institute has its own developed **portal** which is used for internal communication with the staff as well as with the students. The data of various events and examination is also maintained in soft copy and is shared with the students and other faculty members through G-Drive and e-mails. All communication (Notice, rules, time tables, schedules evaluations etc) is done via Intranet. This communication is easy to store.

Pedestrian friendly roads:

The institute has a huge campus. The distance from gate till the reception is approximately 500meters. The pedestrian walk way is marked by a yellow dotted line.

Green landscaping with trees and plants

The institute is blessed to be surrounded by green hills (Vetal Tekdi) from 3 sides. There are around 140 trees in the campus of Dr. Vikhe Patil Foundation Pune. To name a few - Gulmohar, Ficus, Neem, Almond, Palm, Babul, Himalayan Tree, Silver Oak, Sita Ashoka etc. Most of these trees are existing since the inception of the institute. The oldest among those is the tree which is located at the center of the canteen. And the institute has still preserved it. PCMRD campus also has 140 pots which has small saplings and are maintained by a gardener. The whole landscaping and gardens are maintained by an external contractor.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: 9.95

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3.87 | 2.32 | 3.63 | 2.9 | 2.77 |

| File Description | Document |
|---|-------------------------------|
| Details of expenditure on green initiatives and waste management during the last five years | View Document |
| Any additional information | View Document |

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

| File Description | Document |
|---|-------------------------------|
| Resources available in the institution for Divyangjan | View Document |
| Any additional information | View Document |

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

Response: 9

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

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

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

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

Response: 12

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

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

| File Description | Document |
|----------------------------|-------------------------------|
| Report of the event | View Document |
| Any additional information | View Document |

7.1.12

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

Response: Yes

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

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

Response: Yes

| File Description | Document |
|--|-------------------------------|
| Provide URL of website that displays core values | View Document |

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: 16

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4 | 7 | 3 | 0 | 2 |

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

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

Response:

Independence Day and Republic Day celebration:

Every year the institute celebrates Independence & Republic day in the institute campus. A special assembly is conducted to celebrate this national festival. This assembly begins with a divine prayer which is presented by the students. This is followed by unfurling of the National flag, by the distinguished Chief Guest. The students then, as proud Indians, salute the National flag and sing the National Anthem. The program then concludes with everyone proudly singing the National Song and distribution of sweets to the students.

Birth anniversary celebrations of Padmashree Dr. Vitthalrao Vikhe Patil

A brief introduction about Padmashree Dr.Vithalrao.Vikhe Patil is given by the General Secretary of the institute every year. Padmashree Dr.Vithalrao.Vikhe Patil was a pioneer in the field of rural economic development. He has contributed to the fields as diverse as rural empowerment, health care and education. In the memory of his contribution towards farmers and to honor their fraternity, Government of Maharashtra through its Government Resolution (GR) declared August 29, the birthday of Padmashree Vithalrao Vikhe-Patil as 'Shetkari Din' (farmers' day). As a tradition the lighting of lamp and garlanding the statue of Padmashree is done every year. Various activities are conducted for the students like Street Play, declamation contest, collage etc on this day.

Birth anniversary of Dr. Sarvapalli Radha Krishnan

Every year this day is celebrated as teacher's day by the institute on 5th September. The students plan and organize this program for the faculty every year. All the teaching and non-teaching staff are felicitated by the students with flowers or saplings. Various cultural programs and games are also organized for the faculty by our students. The initiative is taken by the first year MBA students to inculcate the habit of planning and organizing amongst the students. Cake cutting by the director on behalf of all the faculty is one of the highlights of this program. The senior students conduct lectures for their juniors on this day.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

auxiliary functions

Response:

Finance

- **Accounts:** The program fees are collected through demand draft (DD) or Online transfer (NEFT). The payment of all visiting faculty and reimbursements are done by cheque only.
- **Audit:** Audits are carried out on the basis of statutory obligations and regulations of the institute and also to detect errors and losses. An external auditor is appointed who performs audits of the financial statements, verifies all receipts and payments, expense bills and certifies financial statements in every financial year.
- **Purchase:** All the department heads are expected to submit their requirement for capital and revenue expenses every year. Based on this, an annual budget for Capital and Revenue Expenses is prepared and approved by the Board of Trustees. Any purchase above Rs5000 requires 3 quotations to be submitted for comparative analysis.

Academics

Before every semester, a detailed evaluation plan is prepared by the faculty members, which is then compiled by the academic co-ordinator. Then a complete evaluation file is mailed to the students within 15 days of the commencement of the semester. The schedule for conduct of concurrent evaluations is communicated to all in advance through Notice Board/ time table/Email. The internal exam papers are assessed by the faculty. The students are allowed to see and discuss their papers with faculty for performance improvement. The faculty maintains & shares a detailed record of the submission status for different evaluations with the students. The internal marks and University Online Examination marks are displayed on the notice board. The rank holders' list in the University Examination is displayed on the notice board and they are felicitated by the Director and other dignitaries during the Induction Programme.

Administrative

- The administrative transparency is maintained in all its processes like admission, filling of examination forms, scholarship form etc.
- Admission to MBA program is done through DTE CAP rounds. Vacant seats against CAP are filled by inviting applications, scrutinizing them and displaying of merit list on the institute's website.
- Anti-ragging undertaking is duly filled from the admitted students and their parents at the time of admission.
- Biometric machine is installed for the attendance of staff.
- All circulars regarding students, teaching & non-teaching staff are circulated & displayed on the notice boards.

Auxiliary

- The Institute has displayed Mandatory Disclosure, Admission & Placement Brochure, fee structure as per Shikshan Shulka Samiti (SSS) / Fee Regulating Authority (FRA) etc on the website. All the information is made available to the public.
- The details of all the events (Photographs and write-up) are uploaded on the institutes website and Facebook account.

- It provides e-resources, e-journals, internet facility, project reports, research journals, magazines in all areas of academics, research and industries to its users. Knowledge resources are provided through the membership of
 - Maharashtra Chamber of Commerce (MCCI)
 - British Library Membership
 - Jaykar Library Membership
 - DELNET Membership

7.2 Best Practices

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

Response:

Best Practice No 1

Title: Oratory club

Introduction: With the objective of improving the communication skills and to develop the art of public speaking in a formal and eloquent manner, PCMRD has established Oratory Club in the year 2014-15. Under this the students are motivated to research, and come out with different dimensions to a particular topic. Post this, interactive sessions are conducted resulting in improvement in their presentation, confidence and vocabulary. The main focus is to help them to overcome their inhibitions and to convey their ideas in front of a people in a structured and clear way. These activities are conducted throughout the year in all the semesters.

Objective:

- To improve the communication skills of the students
- To develop the art of public speaking in a formal and eloquent manner
- To boost confidence, critical thinking and improve overall personality
- To develop the vocabulary and fluency in speech
- To be a good listener
- To open up the opportunities of career advancement
- To explore new perspectives which are not covered otherwise
- To make students active and autonomous learners
- To improve class interaction and participation
- To advance the research aptitude of the students

Context:

The art of public speaking holds many practical benefits that go far beyond delivering a project presentation or holding a successful meeting. During the MBA admission process, it is observed that the students are from various backgrounds, where confidence and communication is a big challenge. This gave us the idea to start an oratory club to develop the language skills of students and make them fit for the industry. Students are required to give presentations as per the curriculum requirement. They can only

speak well if they are good readers. Reading books improves the vocabulary, and hence we make sure that the students read good books, especially inspirational ones or the ones that convey ideas about leadership.

Practice:

Activities under the club include:

- Movie review
- Book Review
- Collage Presentations
- Case study competition
- Debate competition
- Group Discussion
- Declamation Contest
- Budget Analysis

Movie Review – Movie review presentations are given by the students to enhance their thinking ability and creativity of the students. Groups of students are formed and a presentation and report on management related concept on a movie of their choice is submitted. Example-In pursuit of happiness, Invictus, Chak De, Dangal.

Book Review – PCMRD conducts Book Review every year. The objective is to get a literary criticism in which a book is analyzed in terms of content, style and merit. It is a summary of whole book's material. The books reviewed by students are specifically related to management concepts.

Collage: It is a collection of magazine and newspaper cuttings, bits of colored or handmade papers, portions of other artwork or texts, photographs and other found objects, glued to a piece of paper or canvas. This activity brings out their creativity and then present their ideas and thoughts. Some of the topics till date were Dreams, Swachh Bharat Abhiyan, plastic free campus etc.

Case Study: Participants strive to develop the best solution to a business or education-related case study within an allocated time frame, typically with teams of two individuals. Teams deliver presentations to judges and the audience wish is followed by question-answer session.

Debate: A process that involves formal discussion on the given topic. In debate, opposing arguments are put forward to argue for opposing viewpoints. Logical consistency, factual accuracy and some degree of emotional appeal to the audience are elements in debating. The following topics were discussed 2017-18.

- Internet Exposure to Children
- Has Demonetization served any purpose
- Does buying Chinese products make you less patriotic

Group Discussion: A group discussion refers to a communicative situation that allows its participants to share their views and opinions with other participants. It is a systematic exchange of information, views and opinions about a topic, problem, issue or situation among the members of a group who share some common objectives.

Budget Analysis: A live-screening of the Union Budget is arranged every year for the students of MBA. Special technical arrangements are made to enable the live broadcast of the Union Budget in the Seminar Hall of the institute. The event is extremely well-received every year. This is followed by presentation on analysis of the budget by the students.

Apart from the above activities, an attempt is also made to involve the students in introducing the guest speakers and also proposing the vote of thanks in all the events organized by the institute to boost their confidence.

Evidence of success:

- The efforts of oratory club activities have borne fruits. This is evident from the placement graph. It has risen from 29% in the year 2014-15 to 89% in the year 2017-18. They have become more confident in presenting themselves during the interview.
- The activities under the club got a significant rise from the year 2015-16, as the benefits of public speaking started helping the students
- The students are noticed making a sincere attempt of communicating in English language during their lectures
- Their attendance and participation itself is the evidence of success for the activities conducted under the Oratory club.

Learning outcome:

The students have learned to develop their vocabulary and general speech fluency. They have overcome the fear of spontaneous speaking challenges. The students are found graciously accepting the given opportunity to speak. An effort is being made by them to put themselves forward and increase their social network. The students have also developed upon their reading, writing and listening skills eventually.

Problems encountered:

It is difficult for the institute to make the students aware about the importance of good communication as it is the basic skill of management. Maintaining the interest of students in such activities is also a challenge faced by the institute.

Conclusion: The objective of improving communication skills and to develop the art of public speaking has been achieved by PCMRD's Oratory Club. There is an improvement in their presentation skills, confidence and vocabulary. They are motivated enough to think on their feet and proactive in all the activities conducted under this club.

Best Practice No 2

Title: Industry Institute Interface

Introduction:

With the advent of globalization and opening up of Indian economy to outside world, competition among industries has become stiff. There is a need to prepare management students for jobs in multinational companies, by exposing them to newer technologies and management methodologies. These objectives can only be achieved well by bridging the gap between industry and the academic institutions.

Context:

Better interaction between management institutions and industry is the need of the hour. There is a need to create avenues for a close academia and industry interaction through all the phases of management development. To produce proficient graduates ready for the industry, it is necessary to know the requirements of the industries through industry-institute interface. Keeping this in mind we at PCMRD focus on Industrial Visits and Guest lectures. It is one such platform that brings together the Industry Executives, Academic Leaders and students under one roof. To build good rapport between the industry and the institute, we have Memorandum of Understanding (MoU) with some of the companies and tried to bring both the sides strategically closer. Hosting an industry visit provides the opportunity to demonstrate the breadth of jobs and careers available within the organization.

Objective:

- To provide internships for students in industries, which will prepare the students better for entering the industry
- To enable the appointment of experienced industry resource persons as visiting faculty in the College
- To bring about MOU'S and Agreements with various industrial and research organizations in different fields and sectors to promote various forms of interactions.
- Better understanding of industry needs and operations
- Better placements for students
- To explore Alumni database for internships & final placements

Practice:

Planned Activities under Industry-Institute Interaction:

- Opportunities for summer internships and field projects
- Visiting faculty from industry
- Participation of industrial experts in curriculum design
- Industrial visits
- Resource Persons for Guest Lectures
- To develop joint research programs
- Industry experts to deliver lectures on subjects of mutual interest
- Guidance of industry experts for MBA projects and dissertations
- To assist the Training and Placement Division
- Joint research publication

Opportunities for summer internships and field projects:

Training is an integral part of any education Programme. In order to make use of good talents from the academic institutes, students of MBA need to undertake a project work in their area of specialization which is also useful to the organization. Many companies approach us for project proposals. In case the performance of a student is exemplary, then he/she is offered a pre-placement offer (PPO).

Visiting faculty from industry: Our visiting faculty are domain specialized and from diverse fields to supplement regular teaching. These professionals from industry and academics bring to the table wealth of world class, hands on experience and their respective sector expertise. The emphasis is on 'learning from the best, to be the best'.

Resource Persons for Guest Lectures: PCMRD is blessed with experts from the world of industry and business who spare their valuable time to impart knowledge and guidance to our postgraduate students on an ongoing basis. These are our external gurus who visit PCMRD for the sheer joy of being a part of the intellectual growth process.

Industrial visits:

To bridge the gap between academics and industry PCMRD arranges industrial visits wherein the students visit companies and get insight of the internal working environment of the company. They sensitize students to the practical challenges that organizations face in the business world. Industrial visits also give greater clarity about various management concepts to the students. Around four visits per semester are conducted every year by PCMRD.

Research Projects of mutual interest: PCMRD also conducts research projects for industry with the help of students and staff. One of the research project conducted by PCMRD for Sai Samarth Properties was "Consumer Perception about residential Apartments around Hinjewadi IT Park."

To assist the Training and Placement Division: The placement and the Entrepreneurship Development cell clubbed with our alumni network, works in coordination with the students' committees giving them direction to acquire the skills necessary to get them placed in the industry. This cell builds the relationship with the industry by organizing workshops, panel discussions and seminars that enhance the overall knowledge base of the students.

Joint Research Publication: PMR (Pravara Management Review) is a bi-annual Journal registered with (International Standard Serial Number) ISSN, listed in Cabell's International Directory and Indexed in Indian Citation Index. We invite practicing managers to submit data-based case studies and research papers for publication.

Evidence of success:

The Memorandum of Understanding (MoU) with various companies and the industrial visits conducted so far gives us a clear picture about the success of PCMRD's Industry Institute Interface. To summarize their learning experience from the visits, students give a presentation. The various facets that cover during this presentation include – Product Mix, Marketing Strategy, Financial aspects, etc. This helps the students to improve their communication and presentation skills.

Resources Required:

The placement cell plays an important role here. Most of the resources are acquired by the placement cell. We have a strong alumni network. They help us in organizing guest lectures, industrial visits and also summer internships.

Problems encountered:

Industrial visits have to be planned according to the dates given by the companies. This makes a slight delay in the planned activities. The count of students to visit a company is comparatively less, where as our students interested in participating are more. The timing of the visit is crucial and should be carefully considered, as visits are most beneficial when students have recently encountered in the classroom the learning that they will be seeing in action.

Conclusion:

Healthy interaction between Institutions and Industry is mandatory for growth of any institution. Our budding managers need the exposure to Industry and understand the Corporate Culture for their Placements in different Companies. Industries also need good students who are well aware of industry standards and are capable of achieving them. Therefore, there is an urgent need of interaction between industry and academics.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

7.3 Institutional Distinctiveness

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

Response:

VISION

To emerge as a leader in the field of value centered management education in India.

VALUES

| | | |
|---|----------------|--------------------------------------|
| P | PASSION | In how we do what we do |
| C | COMPETENCY | In teaching and learning |
| M | MORALITY | Doing the right thing, the right way |
| R | RESPONSIBILITY | To our students, community, industry |

These values are achieved through the hallmark of PCMRD- Teaching Learning Process

An effective teaching – learning process in place is very important for the academic success. **Passion** is at the heart of all activities & systems at PCMRD. Faculty here fervently engage in teaching-learning process; they teach to kindle the excitement of learning in students. We follow an outcome based learning process to develop the skills, attitude and knowledge of the students. Experiential Learning, Project based learning, Participative Learning, Problem Solving Skills are the distinctive features of a successful teaching learning process at PCMRD.

Teaching Process

Planning: All the activities at PCMRD are planned to optimize the learning of students. An integrated effort is made by the team of PCMRD in planning the activities before the semester begins. The schedule for conduct of concurrent evaluations is communicated to the students in advance.

- **Academic calendar:** The Institute organizes various events like PCMRD Fest, Seminar, Workshops, Industrial Visits, Guest Lectures, Lakshya - Intra - Institute Competition, etc. To ensure that there is no overlap of events, Academic Calendar, a comprehensive guide to all programs is prepared
- **Lecture Plans:** Before the commencement of each semester all the faculty members are required to prepare a lecture plan which consists of the topics to be covered during the session and the evaluation pattern for their respective courses. The institute gives a free hand to the faculty for designing the evaluation parameters.

We believe in **competency** and thus ensure highest quality of work using innovation, creativity and continuous learning.

Innovative teaching aids and pedagogy: A major challenge for every teacher is capturing each student's attention, and conveying ideas effectively to create a lasting impression. Audio-visual aids develop the ability to listen and also helps the students understand the concepts better. The faculty use a mix of traditional & modern evaluation parameters. Assignments, class test, reports etc emphasize on the writing skills of the students, whereas news report analysis, role plays, collage, book review etc focus on out of the box thinking and improving the oratory skills of the students.

Lectures: Institute offers all the specialization courses which the university has. There are designated classrooms for all the specializations. These classrooms are well equipped with LCD projector and a desktop. Regular lectures are conducted according to the time-table. Each faculty follows his/her own unique teaching pedagogy to create an impact in the class.

Industry inputs: The visiting faculty at PCMRD are domain specific and from diverse fields from industry and academics. Resource person from the industry are invited to conduct guest lectures who address our students on a variety of subjects that take their learning well beyond the prescribed curriculum. This industrial visit provides an insight on how companies work and also give greater clarity about various management concepts to the students.

Concurrent Internal Evaluation (CIE)

Evaluation helps to build an educational programme, assess its achievements and improve upon its effectiveness. It serves as an in-built monitor within the programme to review the progress in learning from time to time.

Scheduling: Before each semester, a detailed evaluation plan is solicited from all the faculty members by the academic coordinator. Then it is collated and a complete evaluation file is mailed to the students within 15 days of the commencement of the semester. The schedule for conduct of concurrent evaluations is communicated to all in advance through Notice Board/ time table/Email. The institute has its own updated database of multiple choice questions (MCQ), which is shared with all the students by e-mail for practice.

Controlling: The submissions take place as per the date mentioned. Submissions may be in the form of excel sheets, reports, written assignment, e-mails, presentations etc. A detail record of submission for different evaluations is maintained, which is then shared with the students. The students are allowed to see their evaluated submissions and necessary feedback is given by the concerned faculty. They are asked to resubmit their assignments, if necessary.

Analysis and Feedback: We have strong **moral** principles. We are transparent, honest and ethical in all our system, procedures and interactions. The students can see and discuss all the assessments with their respective course faculty. After all the submissions and the internal exam, result of all the students is displayed on notice board. In case of any grievance they can get back to their respective course faculty. They are guided further for improvement in performance and grades. If the issue is not addressed there, then they can contact the academic coordinator for its further redressal. After solving student's concerns, an updated list of internal marks is again displayed on the notice board.

University External Examination:

The external examination is conducted by Savitribai Phule Pune University. Our institute is the exam center for the same. An external senior supervisor is appointed by the university to act as an *Observer*. For the supervision of the blocks, PCMRD appoints external junior supervisors / invigilators to avoid any chance of favoritism. The College Examining Officer is in charge of the conduct of the entire examination and its smooth functioning. He acts as a link between students and SPPU in case of any query during the examination. The exam department of PCMRD has its own internal squad to check the students before the examination.

Social Responsibility

We strongly advocate **responsibility**, trustworthiness and sincerity to be exemplified by all the members. Apart from being accountable in our work we also strive to be socially responsible citizens.

Education and community development such as blood donation, orphanage visits prepare students to support and facilitate learning where they work together for social change and thereby achieving our vision of value centered management education in India.

NAAC

5. CONCLUSION

Additional Information :

Set up in 1984, CMRD started as an autonomous institute offering various management programmes like MBA, MPM, MCM, DBM and MMS.

In 1994, we received AICTE approval to run the MBA Programme, whilst University of Pune granted the affiliation to run the management programmes.

In 2010, CMRD was rechristened as PCMRD – Pravara Centre for Management Research and Development. The word ‘PRAVARA’ was added in our name to make our students and community aware of our lineage. Antecedents of this institution can justly be traced to the works and thoughts of Padmashree Dr. Vitthalrao Vikhe Patil. He was a pioneer in the field of Rural Economic Development, having started Asia’s first sugar factory in the cooperative sector at Pravaranagar, Loni(BK), Maharashtra.

Concluding Remarks :

Dr. Vikhe Patil Foundation’s Pravara Centre for Management Research and Development is completing 35 years of excellence, in imparting affordable post-graduate level management education.

We place equal emphasis on classroom teaching, research and good inter-personal relations. Our faculty consists of dedicated specialists who are young, industrious and creative. In line with the philosophy of bringing about equilibrium between the healthy mind and the healthy body, participation in team sports is a feature of the overall learning. Our students are encouraged to take part in extracurricular activities that brings out their latent innovative and leadership talents. The work environment at PCMRD is student friendly and intentionally geared towards promoting higher standards of academics and research. At the end of the two year period we give the worlds of industry and business a highly specialized and talented human resource, with a well-rounded personality in the form of graduates, at virtually zero cost to them. Our student placements have always been excellent. We create a product that industry and business wants and takes because the product serves their need of quality and talent.

Various events help the students to prepare for the challenges that lie ahead by working hard and diligently. This enables them to hone their core competency so as to thrive on the cutting edge of market competition. The industry interface with a generous mix of Guest Lectures and Industrial Visits, take their learning well beyond the prescribed curriculum.

Great emphasis is placed on Library Research and our stocks of books and journals keeps on steadily increasing. Classroom attendance, discipline off and on campus, quality deliverables from the lecture and socially relevant projects are some of the things we take very seriously.