SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

C.H.M.E. SOCIETY'S DR. MOONJE INSTITUTE OF MANAGEMENT AND COMPUTER STUDIES

BHONSALA MILITARY COLLEGE CAMPUS, RAMBHOOMI
422005
www.moonjeinstitute.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dr. Moonje Institute of Management & Computer Studies (DMIMCS), Nashik under Central Hindu Military Education Society is a premium Institution contributing to Management & Computer education in Nashik. Dharmaveer Dr. Balkrishna Shivram Moonje established the CHMES, also referred to as "BHONSALA," in 1935. The esteemed campus is known as "Rambhoomi." Dr. Moonje Institute of Management & Computer Studies (DMIMCS) was established in the year 2002 & is situated at the heart of the city with the best academic ambience. It is affiliated to Savitribai Phule Pune University and accredited by National Assessment and Accreditation Council with Grade 'B+' in its 1st cycle.

The main aim behind this establishment is to provide quality management education and develop professional managers and leaders for societal development.

The Dr. Moonje Institute was founded in honor of Dharmaveer Dr. B. S. Moonje, a valiant independence warrior, outstanding philanthropist, and the man who introduced military education to India. He firmly believed that military training was essential for Indian youth and that the armed forces had become more Indianized during British rule.

The Institute places a high value on the caliber of the teaching-learning process and offers each student access to the most up-to-date facilities possible to help them pursue academic achievement. Institutional values include excellence in setting and meeting standards, responsibility for society and the environment, respect for diversity, commitment to growth, agility in quickly responding to change, and empathy for the needs of stakeholders. For the past 22 years, DMIMCS has continuously worked to provide high-quality management education. In order to accomplish our goal, we incorporate cutting edge, learner-centric approaches, participatory learning, learning through symposia and seminars, a focus on research, and the promotion of blended learning through the active participation of all stakeholders through the best possible use of ERP and other ICT resources. The institute also places equal emphasis on holistic development of students through active participation in CSR activities.

Vision

"To impart Quality Education for developing vibrant Business Leaders and creating I.T Professionals of High caliber with Indian Values, Global Vision and Social Skills."

The vision statement encapsulates the commitment of the institution towards fostering excellence in education and cultivating dynamic professionals. It aspires to deliver quality education that molds individuals into proficient business leaders and adept IT professionals. Central to this vision is the integration of Indian values, ensuring a strong foundation rooted in culture and ethics. It emphasizes a global perspective, preparing students to thrive in an interconnected world. Beyond technical expertise, the institution aims to nurture social skills, fostering well-rounded individuals capable of making meaningful contributions to society. This vision underscores a holistic approach to education, aiming not just for academic excellence but also for the holistic development of students, equipping them with the skills and values necessary to excel in their chosen fields while making a positive impact on the world

around them.

Mission

" We at DMIMCS are committed to impart Professional Education by inculcating three basic values among the students. Building National Character, Quality Education & Developing Management Skills."

The mission statement of DMIMCS articulates a clear dedication to providing professional education while instilling fundamental values in its students. Firstly, it emphasizes the cultivation of national character, aiming to nurture a sense of responsibility, patriotism, and ethical conduct among learners. Secondly, it underscores the importance of quality education, ensuring that students receive instruction of the highest standard to equip them with the knowledge and skills necessary for success. Finally, the mission statement highlights the development of management skills, recognizing the importance of leadership, problem-solving, and strategic thinking in today's dynamic world. By focusing on these three pillars—national character, quality education, and management skills—the institution is committed to preparing students not only for their professional endeavors but also for their roles as responsible citizens and leaders in society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Delivering a gender-sensitive, self-empowering education that helps students realize their value and potential and equips them to contribute significantly to all areas of national and international development.**
- **Digitalization of administrative and academic work and ICT based teaching and learning**
- **Strong Industry – Institute interaction.**
- **A code of conduct helps to define the culture of the organization..**
- **Organized Industry Samvaad sessions for student where we invite industry persons to interact with students.**
- **Continuous guiding and counselling to students through the Active Mentoring Cell.**
- **The Placement Cell and particular departments consistently offer a dynamic platform to address the various employability demands of students. They also provide summer training, fellowships, internships, and other opportunities**
- **Active contribution in Rural & Social Development.**
- **The College has a well-qualified and dedicated faculty who do their utmost to impart academic teachings to the students**
- **Well Established Incubation Center.**
- **Visiting Faculty Sessions for Latest Specialization as per university curriculum.**
- **Provides Harvard Certification Course.**
- **MoU's with Industrial organization willing to have academic partnership.**
- **Collaboration with PMI & Harvard Business Publishing Education.**

Institutional Weakness

- **Compliance of cadre ratio as per norms**

- **In order to foster institutional growth and development, the College must increase its permanent teaching faculty.**
- **Less number of funded projects, research and development, patents and consultancy.**
- **Lack of Involvement in students for real-time research.**
- **Collaborative Research, Patent Filing, Funded projects**

Institutional Opportunity

- **Introduction of diploma and certification course.**
- **Achieving the Autonomous status envisioned for independent curriculum delivery and evaluation process.**
- **Increasing demand for skilled IT & Management professionals from industry.**
- **CSR Funding from industry for higher education.**
- **Highly skilled, effective, and dedicated faculty members who can plan and lead excellent seminars, workshops, and conferences present an additional chance to collaborate with prestigious universities both domestically and abroad to run certificate programs, supplemental courses, etc. This will give educators the opportunity to produce more teaching-learning resources and support the many educational specialties.**
- **Establishment of student-teacher exchange with collaborated foreign universities in academics and research.**

Institutional Challenge

- **Changing level of aspiration of students.**
- **Ever increasing number of MBA institutes and unhealthy competition in market.**
- **Absence of multiple common entrance tests for MCA.**
- **Maintaining good placement record of students.**
- **Located in an educational hub area where still competition exists.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute assists students in progressing and achieving their full potential. To ensure that students have outstanding educational experiences, the Institute supports and encourages them. The Institute assists eligible students in securing funding from both public and private sources. These scholarships are given to financially disadvantaged students as an encouragement. The institute offers programs to help people build and enhance their soft skills, language and communication abilities, and life skills, which include yoga, physical fitness, cleanliness, and health.

A Grievance Committee, an Anti-Ragging Committee, an Internal Complaint Committee, and additional statutory committees/cells were formed by the Institute to handle student issues. The Institute has additionally elected a Student Council in accordance with government requirements. The institute has established a system to address the issues and holds regular meetings to discuss matters pertaining to ragging.

To enable regular one-on-one interactions with students, the institute has set up a system of student mentoring. At "Industry Samvaad Sessions," held by the Institute, a variety of academic and industry specialists share their insights on subjects such as competitive exams, entrepreneurship, higher education, career counseling, and the development of soft skills. To improve students' employability, the institute provides a range of pre-placement training. The institute's active placement team frequently organizes pre-placement activities in order to accomplish placement targets.

Regular industry outreach programs, recruitment drives, and pool campuses can be planned to ensure a strong industry-institution relationship. There is constant encouragement for students to participate fully in a variety of co-curricular and extracurricular activities. An active alumni association results from close relationships to the students, and this encourages current students to understand the demands of the corporate world.

Teaching-learning and Evaluation

The institute is affiliated to Savitribai Phule Pune University and follows all the norms of admissions of Government of Maharashtra. The State CET CELL plays major role in sanction of intake for each course with the candidate category. The institute follows all the reservation policies laid by Government. The institute has provided all the governmental benefits to the admitted candidates. In the Induction program, the academic environment is acquainted to the new entrants. The course outcomes, program outcomes, the curriculum, teaching plans, assessment methods, etc. are the main points the students understand in the first stage of academics. In its student centric teaching methodologies, about 20% of the total syllabus of a course is taught by Industry Experts in the Industry Insight Sessions (IIS). In the implementation it covers use of ICT tools, e-resources, field study, case studies, projects as well as traditional teaching methods. During the COVID-19 Pandemic the institute has effectively used its online resources for the students learning needs. The teaching staff is well qualified to cater the teaching-learning expectations. The faculty members consistently upgrade their knowledge and qualification with the enduring development in the field. The exam system of the institute is resourceful with the stated assessment norms, exam committee and the overall mechanism to redress the grievances if any in this process. The students' performance is monitored by the subject teachers and guides them for better performance. The teacher takes care for the attainment of learning outcomes from the students' performance throughout the semester as well as during the entire time period of the program.

Research, Innovations and Extension

Research, Innovation, and Extension are three important pillars of higher education; the institute promotes a research culture among faculty and students through innovation and extension. The research Centre of our institute has been approved by Savitribai Phule Pune University. The institute has organized various workshops/seminars / Conferences / Guest Lectures to inculcate a research atmosphere with interaction with domain experts and Eminent Industrial Personalities. As part of our ongoing commitment to fostering a vibrant research culture, we are introducing a robust Research Policy aimed at empowering our faculty and students to delve deeper into the realms of knowledge creation and innovation.

The institution has created an Ecosystem for Innovations including an Incubation Centre and other initiatives for the creation and Transfer of knowledge Institute focuses on various components like research, IPR, knowledge transformation, and innovations are core values of academic enhancement. In

this regard, the Institute has created a good atmosphere and provides excellent infrastructure for research activities, which is evident from the consistent increase in the number of research publications, patents, and projects. The institute has signed MOUs with Industries to provide information on entrepreneurship to the students and faculty.

The Institute organizes various extended activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development Every year the Institute conducts several activities addressing social issues which include Cleanliness, Tree plantation, Social interaction, Ganesh Festival, Environmental awareness, Women empowerment, National Integrity, Special Student Program, Sharanubhau shibir, Gender Equality, Celebration of Yoga day, etc.

The institute carries out extension activities to motivate the student & staff community for further enhancement of careers. The extension activities are carried out in multiple ways through various recognized bodies for holistic development.

Infrastructure and Learning Resources

The institute is equipped with the latest ICT-technologies and infrastructure to provide an effective teaching-learning environment. Classrooms have Wi-Fi, projectors, and internet access, while the library offers internet access, e-journal subscriptions, and book searches. The institute has a meeting room, classroom, auditorium with audiovisual equipment for co-curricular and extracurricular activities. MCA and MBA students have access to computer laboratories with the latest specifications and antivirus software. The sports-pitch is used for volleyball, badminton, and cricket matches, and students can play indoor games. The C.H.M.E Society offers sporting-facilities, adventure camps, and yoga sessions.

The institute Library has been automated and currently uses vmedulife LMS software. It has a vast collection of books, journals, and reference collections. It has various sections, including a reading-room, circulation-desk, research-room, periodicals-section, back-volumes, and project-report sections. The library is a member of the National Digital Library and offers Inter Library Loan facility to patrons & also has SPSS Base and SPSS AMOS software for statistical data analysis. Library offers external membership to alumni and parents, also has a reference section with books on entrance examinations, logical reasoning, and reading comprehension. Library provides facilities of SDI, CAS, and RSS & organizes a Library-Orientation Program for newly admitted students and conducts training sessions to provide easy access to subscribed electronic databases.

The institution upgrades its IT-infrastructure to provide latest technology for students and staff. The institute has a modern ICT-infrastructure, computer machines, printers, scanners, and peripherals. Each computer has a network connection and internet access, with Quickheal-Seqrite Endpoint Security Antivirus for smooth functioning. Wi-Fi is available for staff and students. Classrooms and laboratories are well-ventilated with fixed LCD projectors along with Wi-Fi connectivity. The institute purchased LMS for conciliation and coordination of academic contents and administrative utilities.

The institute maintains its academic, support, and physical infrastructure through policies and processes. It has modern ICT equipment, CCTVs, fire extinguishers, lab assistants, and an AMC for printer and generator repair. The website is regularly updated, and IT peripheral repairs are handled by authorized vendors. The library has a system for tracking purchases and regularly eliminates unnecessary books and materials.

Student Support and Progression

The Institute supports students in moving forward and developing holistically. The Institute encourages and assists students in order to provide them with excellent educational experiences. The Institute helps qualified students in obtaining scholarships from public and private organizations. The economically needy students are encouraged by award of these scholarships The institute conducts activities for developing and improving skills, such as soft skills, language and communication abilities, and life skills including yoga, physical fitness, hygiene, and health. There are various programs conducted by the institute for such activities.

The Institute established a Grievance Committee, an Anti-Ragging Committee, an Internal Complaint Committee, and other statutory committees/cells to address student concerns. According to government regulations, the Institute has also elected a Student Council. Institute conducts the meeting regularly to discuss the issues related with the ragging and has developed the mechanism to solve the problems.

The institute has established a system of student mentoring to facilitate regular one-on-one contact with students. The Institute hosts "Industry Samvaad Sessions," wherein a range of industry and academic experts shares their knowledge on topics such as career guidance, entrepreneurship, higher education, soft skill development, and competitive exams. The institute offers a variety of pre-placement programs aimed at increasing students' employability. To meet placement objectives, the institute's active placement unit regularly sets up pre-placement programs. It is possible to organize regular industry outreach activities, placement drives, and pool campuses for the strong industry-institute interface. Students are consistently motivated to actively engage in a range of co-curricular and extracurricular activities. Strong ties to the students lead to a vibrant alumni organization, which inspires current students to recognize the demands of the business world.

Governance, Leadership and Management

The Institute, governed by the esteemed Management of Central Hindu Military Education Society, boasts a rich heritage of instilling both a robust Value System and Military Education. Aligned with the objectives of higher education, the institute's Vision and Mission resonate deeply within its academic framework. Embracing a decentralized governance model, it empowers functionaries such as Heads of Departments and Office In-charges, fostering participative management and operational independence.

Notable achievements include successful reforms in assessment methodologies, optimized library utilization, robust Institute-Industry collaborations, and the establishment of various Memorandums of Understanding with industry associations. Academic development thrives through initiatives like placement drives, adventure camps, co-teaching, and faculty development programs.

At the heart of quality sustenance lies the Internal Quality Assurance Cell (IQAC), pivotal in fostering continuous improvement in teaching, learning, and overall student development. With a meticulously crafted strategic plan, the institute methodically outlines the roles and responsibilities of its bodies and committees.

The institute prioritizes staff welfare, offering schemes such as EPF, insurance, gratuity, and an employee credit society. A comprehensive appraisal system ensures fair assessment of faculty and staff performance. As a self-financed entity, student fees constitute the primary funding source, with financial

statements precisely maintained in accordance with statutory norms. Regular audits ensure prudent and efficient financial resource utilization, emphasizing the institute's commitment to financial transparency.

Institutional Values and Best Practices

The Institute is deeply rooted in a robust set of institutional values and best practices that not only shape its cultural, linguistic, and communal dynamics but also foster inclusivity and positive interactions among students and staff members. Through various initiatives such as Gender Equity, Nirbhay Kanya, National Days Celebration, Tree Plantation, Swachhata Abhiyan, and BSD Activities, the institute actively contributes to societal betterment and promotes a sense of social responsibility among its members. In addition to its commitment to academic excellence, the institute prioritizes holistic development by implementing initiatives that promote sustainability and inclusivity. This includes efforts such as alternative energy use, green campus practices, waste management, and creating a disability-friendly environment, alongside water conservation measures. These initiatives reflect the institute's dedication to environmental sustainability and social responsibility. The institute demonstrates a continuous commitment to quality improvement through various best practices, including cultural events that enrich the academic experience and promote cross-cultural understanding. The Industry Samvaad series facilitates knowledge exchange and strategic collaborations between students and industry experts, fostering innovation and real-world application of academic concepts. Furthermore, the institute recognizes the importance of experiential learning and personal growth beyond academics. Adventure and sports activities complement academic learning by promoting teamwork, leadership, problem-solving, decision-making, and stress management skills among students. The "Social Empathy Initiative" exemplifies the institute's comprehensive approach to fostering empathy, understanding, and social responsibility. Through activities such as Shramanubhav Shibir, Seva Vasti Survey, and Nashik Integrated Platform for Covid Response (NIPCR), the institute actively engages with the community and addresses societal challenges with empathy and compassion.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	C.H.M.E. SOCIETY'S DR. MOONJE INSTITUTE OF MANAGEMENT AND COMPUTER STUDIES
Address	Bhonsala Military College Campus, Rambhoomi
City	Nashik
State	Maharashtra
Pin	422005
Website	www.moonjeinstitute.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Preeti Mahesh Kulkarni	0253-2342840	9890646845	0253-2342840	moonje_institute@rediffmail.com
IQAC / CIQA coordinator	Shital Gujarathi	0253-9175947050	9623453868	0253-2342840	shital.gujarathi@moonjeinstitute.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 minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	[View Document](#)

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	25-06-2023	12	Extension of Approval for Academic Year
AICTE	[View Document](#)	25-06-2023	12	Extension of Approval for Academic Year

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Bhonsala Military College Campus, Rambhoomi	Urban	3.1	5182.38

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	MCA,Management,Management	24	Graduation. As per Norms of AICTE State Government and S P Pune University	English	120	76
PG	MBA,Management,Management	24	Graduation. As per Norms of AICTE State Government and S P Pune University	English	120	120
Doctoral (Ph.D)	PhD or DPhil ,Management ,Management	36	Graduation. As per Norms of AICTE State Government and S P Pune University	English	20	9

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				4				10			
Recruited	0	1	0	1	1	0	0	1	3	7	0	10
Yet to Recruit	0				3				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
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				26
Recruited	12	9	0	21
Yet to Recruit				5

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				5
Recruited	5	0	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	0	0	1	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	6	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	7	6	0	13

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	157	2	0	0	159
	Female	162	1	0	0	163
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	6	0	0	0	6
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	29	24	19	17
	Female	22	21	12	11
	Others	0	0	0	0
ST	Male	2	2	2	0
	Female	4	4	3	2
	Others	0	0	0	0
OBC	Male	59	86	70	69
	Female	48	51	38	48
	Others	0	0	0	0
General	Male	90	71	70	65
	Female	78	51	52	57
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		332	310	266	269

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	SP Pune University has granted permission to institutes to provide elective courses based on students and regional demand. These electives are tailored to meet the specific needs in the area of multidisciplinary or interdisciplinary knowledge required. This initiative not only enhances institutional preparedness but also ensures that students receive education tailored to the demands of contemporary society.
2. Academic bank of credits (ABC):	Our institute is affiliated to Savitribai Phule Pune University. We are following the syllabus, curriculum and norms framed by the university in OBE pattern.
3. Skill development:	The Institute conducts skill development programs. Certification courses are accepted as a part of concurrent assessment. The campus imparts fundamental qualities essential for both management and computer application students. Additionally, it cultivates skills such as interpersonal relations, decision-making, problem-solving, time management, and adaptability. Various soft skills are also fostered, including communication enhancement through programs like communication skills, team building and interpersonal skills through Outbound activities like Adventure camp and Shramanubhav Shibir.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institute offers postgraduate programs affiliated with SPPU, Pune. The medium of instruction for all these programs is English. Co-teaching for the syllabus based on Indian Ethos is implemented through resource person from ISCKON. Experiential learning through visit to Swaminarayan Temple helped to experience the rich cultural heritage of the country.
5. Focus on Outcome based education (OBE):	Following the instructions provided by SPPU, Pune, with which we are affiliated, the curriculum has been structured in the Outcome-Based Education (OBE) pattern. The emphasis is placed on understanding students' aspirations. Project based and hands-on learning opportunities are provided to students to gain experiential learning experience. We strive to equip students with the necessary skills they require upon graduation, ensuring they possess the knowledge necessary for their future endeavors through placement or entrepreneurship.

6. Distance education/online education:	The institution offers online education through Zoom and Google Classroom applications for students as needed, providing flexibility and accessibility to learning resources. E resources access is provided to students for remote learning. Many programmes have been conducted on online mode or hybrid mode to overcome the barrier of distance to avail the resource.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The institute annually hosts its Constitution Day Celebration program on the 26th of November. It endeavors to educate and inspire students to exercise their voting rights. Targeting the age category of students eligible to vote at 18 years old, the institute aims to educate young individuals on voter registration and their forthcoming rights and responsibilities within the nation's democracy.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Yes, an awareness drive was conducted to encourage their initial participation in voting, considering their age. An awareness campaign was indeed organized, specifically tailored to individuals eligible to vote for the first time, with the aim of motivating and enlightening them about the importance of engaging in the electoral process. The campaign underscored the significance of civic involvement, particularly accentuating the role of young voters in shaping the future through their electoral decisions.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The institute predominantly comprises postgraduate students, with the majority being registered voters. The institute is dedicated to providing support and guidance to students as required concerning their voter-related activities.

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Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
284	332	310	266	269

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 25

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	12	19	20

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
109.54	83.05	63.25	61.91	83.11

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Dr. Moonje Institute of Management & Computer Studies, nestled in Nashik and affiliated with Savitribai Phule Pune University, shines as a beam of effective instructional delivery, precise organized and documented. Committed to upholding the university's standards, the Institute engineer the curriculum for its esteemed MBA and MCA programs with precision and care.

Regular departmental meetings serve as platforms for thoughtful deliberations on curriculum implementation and subject allocation, while the academic calendar is tailored meticulously to meet the rigorous standards set by the university. Through collaborative efforts, the academic staff and faculty members synergize to develop comprehensive lesson plans, ensuring alignment with overarching academic objectives, while adhering to university policies on faculty workloads.

Each semester witnesses the meticulous curation and subsequent approval of courses, with an elaborate action plan devised and executed to ensure optimal curriculum delivery. Detailed teaching plans are provided to students at the beginning of every semester, fostering transparency and clarity in their learning journey. Subject assignments are made with precision, leveraging the diverse expertise of the faculty members.

Integration of information and communication technology (ICT) tools, such as laptops, LCD projectors, and platforms like Google Classroom, enriches the learning experience, making it more engaging and immersive. Moreover, the Institute actively engages professionals, researchers, and visiting academics from various industries to enrich the educational environment and provide invaluable guidance.

Continuous refinement of courses is an ongoing task, facilitated by feedback from both educators and learners. The academic staff actively participate in professional development initiatives to enhance their competencies and stay informed of emerging trends and practices. Supported by a rich array of digital resources and a meticulously curated library, students are empowered to delve deeper into their academic pursuits.

Industrial visits serve as conduits for practical exposure across diverse sectors, bridging the gap between theory and practice. Additionally, the Institute places a value on holistic development, offering a variety of recreational and academic programs aimed at fostering desirable personality traits and enhancing employability.

Embodying excellence in curriculum delivery, The Dr. Moonje Institute of Management &

Computer Studies is underpinned by in depth planning, robust documentation, and an unwavering commitment to educational excellence. Through a synergistic blend of academic rigor, technological integration, and holistic development initiatives, the Institute remains steadfast in its mission to empower the next generation of leaders and innovators, equipping them with the skills and competencies needed to navigate the complexities of the ever-evolving global landscape.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 16

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.2.2

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

Response: 95.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
397	393	299	162	144

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

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

Co-curricular and Extracurricular Activities

Through a number of regular and additional courses, as well as initiatives, the institution integrates cross-cutting issues related to gender, sustainability as well as the environment, human values, and ethical conduct in business into the curriculum. As part of its commitment to inclusiveness and fair opportunity for all, the college makes sure that the aforementioned cross-cutting issues are included. The curriculum's content is taught with the intention of helping students acquire the professional, moral, and personal qualities that will enable them to succeed in a competitive atmosphere.

The curriculum of many programmes includes courses covering themes related to professional ethics and cross-cutting issues, such as IT security, cyber law, human rights, and corporate social responsibility.

1. Gender

Numerous events, including Women's Day and Women Empowerment Laws, are held for female students. Activities such as the Save Girl Child campaign, essay and poster exhibitions, wall paper presentations, etc., are aimed at addressing and focusing on major gender issues.

2. Sustainability and the Environment

The Institute has taken the lead in implementing the Indian government's tree planting initiatives. The institute works to conserve the environment in the neighbouring villages during Shramanubhav Shibir by planting trees and implementing other sustainable development projects.

3. Human Rights Course:
The purpose of SPPU's "Human Rights" course is to teach students about human rights, principles, and their obligation to uphold, protect, and advance these rights. Participants acquire knowledge about human values, the institutional framework of human rights and duties in India, and how to address gender-related cross-cutting issues.

Course No.	Course Code	Course	Semester
	191	**Human Right I**	**I**
	291	**Human Right II**	**II**
	394	**Skill Development**	**III**
	494	**Corporate Social Responsibility**	**IV**
Understanding India			
	ENR - 79	**Swacch Bharat - Case Study Development and Presentation**	**Any**
	ENR - 81	**Constitution of India – Seminar**	**Any**
	ENR - 82	**Indian Social Structure - Case Study Development and Presentation**	**Any**
	ENR - 86	**Culture, Diversity & Society – Seminar**	**Any**
Ethics & Social Responsibility			
	ENR - 96	**Rural Immersion Project**	**Any**
	ENR - 97	**Managing for bottom of the Pyramid Business – Seminar**	**Any**
	ENR - 98	**Digital Technologies For Social Inclusion - Case Study Development and Presentation**	**Any**
	ENR - 99	**Social Impact Analysis for Local Community Projects - Case Study Development and Presentation**	**Any**
	ENR - 100	**Social & Ethical**	**Any**

		Aspects of Healthcare – Seminar	
3	ASCC - 003	CSR Project	Any

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 49.3

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

Response: 140

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 86.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
128	161	161	141	135

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
173	173	173	173	150

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 68.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	58	58	65	48

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	87	87	87	75

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 20.29

2.3 Teaching- Learning Process

2.3.1

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

Response:

A) Student-Centric Methods:

Experiential Learning:

- The institute provides knowledge and develops skills through various training programs beyond the syllabus. It organizes Industrial Visits and Outbound Programs countrywide; also arranges Master Classes on regular interval from Experts in the field.

Participatory Learning:

- Institute organizes various activities like HR Meet, Management Trainings, Industry Samvad annual event - DMI Carnival to develop students' managerial skills.
- Corporate Social Responsibility is best understood when the students participate in Shramanubhav Shibir organised every year.

Problem-Solving Methods:

- Understanding the Research and the Business problems will be useless if the students don't know the Society, Market and the Community. The Institute organizes Sevavasti Surveys to insight with Research skills, society and business.
- The students get opportunity to solve real life business problems through the Projects. The methodology also includes case study competitions and caselet discussions.

Industry Insight Sessions (IIS):

- To complement the traditional in-house teaching methodology aligned with university curriculum, the institute has incorporated Industry Insight Sessions (IIS) into the course structure. These sessions are designed to equip students with contemporary knowledge and insights from the industry, providing them with a holistic understanding of modern practices in the fields.

Research Environment:

- The Institute operates a PhD Research Centre associated with Savitribai Phule Pune University. The Centre consists of 3 In-house PhD Guides and 1 Associated Guide, with a total of 9 PhD Scholars enrolled. Additionally, the Research Centre has organized PhD Coursework, in which 26 PhD scholars participated.

ICT based activities during COVID Time:

- The institute leveraged digital platforms to host webinars, facilitate industry interactions, and run online workshops.
- During the COVID-19 pandemic, the most effective tools for online teaching were G-suite, the LMS system, ZOOM during the first wave, and Google Meet during the second wave.
- The student's assessment is performed through Google Forms, Google Classrooms used for study material sharing.

Remedial Sessions:

Identifying the learning levels among the students, the institute conducts Remedial Sessions. It helps the students in understanding difficult topics. The session are arranging for the students who wish to excel their performance in the exams.

B) Innovative Teaching-Learning with ICT:

1. **Innovation and Creativity:**
   - Multimedia devices like Smart boards, projectors, Touch Screen Laptops utilized for clear concept illustration.
   - The institute also emphasizes web-based teaching in smart classrooms and Auditorium.
   - Innovative Teaching-Learning includes mapping of Courses through NPTEL, Swayam and other MOOC Course.
2. **ICT Integration During COVID-19:**
   - The institute has conducted around 2000 Online Sessions through the dedicated Email Session Recording facility through Google Meet mba2classroom@moonjeinstitute.com, mba1classroom@moonjeinstitute.com
   - Webinars & workshops conducted online and recordings were available for students.
3. **ICT Tools Usage:**
   - Higher configured laptops, LCD projectors & Smart boards are used by teachers.
   - Institute has LMS for resources management along with enhancement in Teaching Learning process.
4. **ICT Infrastructure and Preparedness:**

- Library equipped with Project Reports, Faculty Research Papers along with in-campus and off-campus membership databases like EBSCO, J-Gate, Emerald, NDL etc.
- The platforms like Zoom, Google Meet, Microsoft Teams, Google Classroom, WhatsApp groups and YouTube are used for teaching & learning.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 69.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	23	23	23	20

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

2.4.2

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

Response: 50

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	7	7	7

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Institutional integrity and student trust are paramount in academic assessment processes. The institute upholds rigorous transparency in both internal and external assessments, ensuring clarity and fairness at every stage.

A) Mechanism of Internal and External Assessment is transparent:

1. **Exam Department Setup:**
    - Institute has dedicated Exam Department overseen by the College Exam Officer (CEO).
    - The Exam Committee of the institute designs exam policies.
    - The CEO ensures smooth conduct of exams and assessment process.
2. **Transparency in Assessment:**
    - Exam department and furthermore the teachers provide guidelines to the students at the beginning of each semester.
    - For the better execution of teaching and assessment the Teaching plans are get submitted by subject teachers at academic coordinators.
    - The Teachers at the beginning of every semester conveys the detailed evaluation policies to students.
3. **Frequency and Variety:**
    - Subject faculties conduct periodic evaluations.
    - Minimum 3 concurrent evaluations for each course is expected by the subject teacher.
    - The assessment components include case studies, Class tests, presentations, quizzes, etc. to ensure variety.
    - The External Industry Experts are also involved in the students Concurrent Evaluation.
4. **Feedback and Result Display:**
    - The subject teachers share the performance and the students receive feedback after each assessment.
    - The results for all courses are get displayed for students betterment.
    - Grievances regarding marks addressed through institute and university mechanism.

B) Mechanism for Handling Examination Grievances:

1. **Internal Assessment Grievances:**
    - In each class room, online examinations monitored with CCTV cameras.
    - Students allowed reviewing evaluated answer sheets and seeking clarifications.
    - The students can raise grievances, if any, towards Examination Committee if not resolved initially at subject teacher level.
    - In the overall system the Committee's decision is final and aims to motivate students for improvement and Teachers for enhancing the assessment tools.
2. **External Assessment Grievances:**
    - The University provides fare chance to every student if he/she is not satisfied about the marks in external exams.
    - The university notifies the students around 10 days of Result display for the Photocopy and Revaluation process.

○ The applications for revaluation are get immediately processed and the Papers are get re-checked and the revised performance are then informed to students.
○ The institute immediately communicates the results as per university guidelines.

3. **Pandemic Adaptations:**

- The institute adapted and shifted to online assessments during the COVID-19 pandemic.
- For assessing the students remotely, the institute was adopted flexible assessment methods considering digital connectivity and other technical issues at students end.
- The institute provided continuous guidance and support through subject teachers, Mentors and Exam Committee.

C) Transparency and Efficiency in Handling Grievances:

The institute emphasizes transparency and efficiency in handling grievances by adopting following steps:

- Early action to resolve complaints informally.
- Time limits for submitting complaints after assessments.
- Student counseling provided before formal complaints.
- Confidential handling of concerns to avoid bias.
- Review of complaints by the Exam Committee.
- Decision review permitted on procedural grounds or new evidence.

The institute's commitment to transparency and efficiency in handling assessment-related grievances is exemplified through proactive measures that prioritize student welfare and uphold academic integrity.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme Outcomes (POs) and Course Outcomes (COs) Implementation:

1. **Clear designing of outcomes:**
   ○ Both MBA & MCA departments articulate POs, Programme Specific Objectives (PSOs), and COs with input from University guidelines.
   ○ These outcomes are clearly stated and displayed on the institute's website, Class rooms,

labs and prospectus.
2. **Communication of Outcomes :**
    ○ POs, PSOs, and COs are communicated to students and teachers through induction programs and faculty meetings.
    ○ All the teachers discuss these outcomes with the students during theory and practical sessions, ensuring awareness and alignment.
3. **Alignment with Teaching-Learning Process:**
    ○ The institute Teaching-learning process and assessment methods are designed to effectively achieve defined COs of each course.
    ○ The overall process Emphasis on ensuring students acquires knowledge and skills for attaining the POs and PSOs.
    ○ Institute follows Bloom's Taxonomy guidelines for outcome-based education.

Adherence to Outcome-Based Education:

1. **Continuous Monitoring and Approval:**
    ○ POs and PSOs are continuously monitored by Academic Coordinator and Director.
    ○ In its implementation, final approval is granted by the Internal Quality Assurance Cell (IQAC), ensuring adherence to quality standards.

Significance and Impact of Outcomes:

1. **Guidance for Learning Objectives:**
    ○ For both MBA and MCA Programmes, POs, PSOs, and COs serve as a roadmap for teachers and students, guiding them towards specific learning objectives.
    ○ In the institute, these outcomes are designed to equip students with necessary knowledge, skills, and attitudes for successful careers.
2. **Transparency and Accessibility:**
    ○ The institute made a clear interface for all by displaying outcomes on the website ensures transparency and accessibility for all stakeholders.
    ○ In the institute, for new entrants, during the induction programme, they are acquainted with these outcomes along with other academic information, Exams, Library etc.
3. **Alignment with Teaching Practices:**
    ○ The Teachers in institutional pedagogy, align their teaching plans and assessments with stated outcomes, fostering a collaborative learning environment.
    ○ This alignment ensures students receive necessary guidance and support to achieve their academic goals.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute is following Outcome Based Education (OBE) Approach in all the programmes. The institute engaged in implementation of curriculum by focusing on Course Outcomes (CO). In the Curriculum the institute has well established Programme Outcomes (PO) and learning outcome. The CO attainment process full fills the basic objective of curriculum in the development of Knowledge, Skills, Values and Attitude of the students.

I. COURSE OUTCOME ATTAINMENT PROCESS:

1. **Preparation of Course Outcomes (COs):**
   - CO statements are precisely constructed based on the syllabus of each course, aligning with the objectives of Program Outcome and Program Specific Outcome.
   - This alignment ensures a clear pathway for assessing students' proficiency in meeting desired learning outcomes.
2. **Assessment Tools:**
   - **Internal Examination**: In the concurrent assessment, the multifaceted approach encompasses various components of continuous evaluation such as class tests, practical exams, assignments, presentations, role plays, case study etc.
   - **End Semester Examination**: External written examinations conducted by the university serve as a pivotal evaluation component.
3. **Evaluation Criteria:**
   - In the Continuous assessment throughout the semester, a subject teacher facilitates a widespread evaluation of CO attainment.
   - Results analysis aids in identifying areas for improvement and redesigning teaching methodologies, ensuring continuous enhancement and overall teaching learning methodologies.

II. PROGRAM OUTCOME AND PROGRAM SPECIFIC OUTCOME ATTAINMENT PROCESS:

1. **Setting Outcome Statements:**
   - Clear articulation of Program Outcome and Program Specific Outcome statements for each program provides a roadmap for assessment.
   - The teaching plans of each subject states the CO and PO Mapping with the levels stated in terms of 1- low, 2-medium and 3-high.
2. **Assessment Strategies:**
   - Student feedback, including alumni perspectives, serves as valuable input for analyzing and enhancing attainment levels.
   - Various performance indicators such as final university examinations, industrial training projects, and placement activities contribute to assessing Program Specific Outcomes.
3. **Holistic Evaluation:**
   - Projects undertaken by final semester students serve as a culmination of acquired knowledge and skills, offering insights into functional / professional competencies.

III. MONITORING AND EVALUATION:

1. **Evaluation Criteria:**
   - Formative and summative evaluation methods, including both direct and indirect assessments, are employed to gauge attainment levels.
   - Direct attainment focuses on internal and external evaluations, while indirect attainment considers feedback from stakeholders and participation in co-curricular activities.
2. **Performance Levels:**

   - Attainment levels categorized as Low, Moderate, and High provide a quantitative framework for assessing student performance and program effectiveness.

This adaptation underscores the pivotal role of Course Outcomes (CO) and Programme Outcomes (PO) within our Outcome-Based Education (OBE) framework, emphasizing their centrality in guiding assessment processes and fostering comprehensive student development.

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

2.6.3

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

Response: 85.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
108	138	119	108	98

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	169	131	108	113

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.27

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institute stands as a beacon on innovation, propelled by its visionary approach to Fostering creativity and entrepreneurship for dynamic landscape of education and research. In this regard, the Institute has created a good atmosphere and provides excellent infrastructure for research activities, which is evident from the consistent increase in the number of research publications, patents and projects. Innovation is the cornerstone of progress in any society, and institutions play a pivotal role in nurturing an environment conducive to innovation.

Recognizing the importance of protecting intellectual property, the institution has placed a strong emphasis on raising awareness about Intellectual Property Rights (IPR) within its community through workshops, seminars, and training sessions for students, faculty, and staff. Eminent personalities who have significantly contributed to research, social activities, and industry are invited as resource persons for various events in the Institute for overall development of the Institute's culture. The incubation centre

provides aspiring entrepreneurs with the resources and guidance needed to translate their ideas into viable businesses. The Institute has established the Research Centre approved by Savitribai Phule Pune University, Pune. The Institute's organizes various events like Sharmanubhav Shibhir, Industry Samwad, Guest Lecture, Workshops, Webinar etc. to obtain great experience for achieving the knowledge for holistic development.

Sr. No	Parameter	Description
01	DMI Research Centre	The Institute has established the Research Centre approved by SPPU (formerly University of Pune) for research scholars.
02	DMI Research policy	A Research Policy is of paramount importance for institutions and organizations as it serves as a guiding framework for conducting research activities.
03	IPR Cell	It fosters a culture of innovation and creativity by providing support and guidance to inventors and creators, encouraging the generation of new intellectual property.
04	Startup & Innovation Cell	Startup & Innovation Cell within an organization cannot be overstated in today's rapidly evolving business landscape. Such a cell serves as a catalyst for fostering entrepreneurship and driving innovation within the organization.
05	Consultancy Policy	It provides clarity on the scope of consultancy activities permissible, ensuring alignment with organizational goals and values.
05	Industry Samwad	Eminent personalities in various domain Interact with students, sharing their career experiences among Student & Staff
06	Statistical Package for the Social Sciences Software (SPSS)	SPSS is vital for researchers and Its versatile capabilities allow researchers to efficiently manage, analyze, and interpret data from diverse sources.
07	Analysis of Moment Structures (AMOS)	It enables researchers to analyze complex relationships between observed and latent variables,

		providing insights into theoretical models and hypotheses. With its user-friendly interface and robust statistical capabilities.
08	Library Emerald Data Base	Its comprehensive coverage and high-quality content provide researchers with reliable sources to support their investigations and scholarly endeavors.
09	Adventure camp	To facilitate student personal growth and development, our aim is to foster an environment conducive to nurturing individual potential. We strive to promote teamwork, effective communication, collaboration skills, and self-confidence among our students. .
10	Shramanubhav Shibir	The Shramanubhav Shibir holds immense importance as it empowers students to actively engage in addressing social problems in distant villages.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	04	01	01	00

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 2.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	1	12	9	5

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0.28

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	00	03	00

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

The outcomes of extension activities in the neighborhood community have been a cornerstone of our institution's commitment to holistic student development over the past five years. Through a variety of initiatives, Institutes have strived to make a meaningful impact on the community while sensitizing our students to pressing social issues. Our efforts have yielded tangible results, evidenced by the positive changes observed in the local community and the transformative experiences reported by our students. Our students have been actively involved in these initiatives, gaining firsthand experience in community engagement, leadership, and social responsibility. Through volunteering, internships, and service-learning programs, they have had the opportunity to apply their academic knowledge in real-world settings while developing empathy, compassion, and a sense of civic duty.

Furthermore, our extension activities have been designed to foster critical thinking, problem-solving, and social awareness among students. By participating in community needs assessments, advocacy campaigns, and awareness-raising events, students have gained a deeper understanding of social issues and the systemic factors contributing to them.

Sr. No	Activities	Outcomes

01	Shramanubhav Shibir	The Shramanubhav Shibir holds immense importance as it empowers students to actively engage in addressing social problems in distant villages.
02	Water Conservation Tree Plantation	Awareness about environmental issues for the community service. water conservation and tree plantation.
03	Gender Equality	Gender equality fosters a more just society where individuals are treated fairly and have equal opportunities regardless of gender.
04	Yoga Day Celebration	Yoga Day promotes holistic well-being, cultural awareness, community engagement, and global solidarity.
05	Independence Day and Republic Day Celebration	Independence Day and Republic Day reaffirms India's commitment to freedom, democracy.
06	Soft skill	Soft skills empowers individuals to thrive in today's interconnected and rapidly changing world.
07	Adventure camp	To facilitate student personal growth and development, our aim is to foster an environment conducive to nurturing individual potential.
08	Outbound Programm	It offer a rich experiential learning environment that promotes personal growth, teamwork, communication, cultural understanding, environmental stewardship, and well-being.
09	Environmental Activities	Inspiring environmental responsibilities. To empower everyone to harmoniously coexist with nature.
10	Temple Visit at Swaminarayan mandir	It extend beyond religious rituals to encompass spiritual fulfillment, cultural enrichment, historical understanding.
11	Cyber security	Cybersecurity awareness plays a critical role in building a more secure and resilient digital ecosystem.

12	Visit to Bhau Institute of Innovation, Entrepreneurship and Leadership, Pune	It provides a unique and enriching experience that fosters learning, collaboration, creativity, and strategic thinking.
13	Visit to Papad udyog	An enriching experience that offers valuable insights into the world of entrepreneurship, innovation, and local economies.
14	Blood donation camp	camps play a vital role in public health initiatives, community engagement, and saving lives, making them a crucial component of healthcare systems worldwide.
15	Nirmal vari Abhiyan	It is a multifaceted phenomenon with deep spiritual, cultural, social, economic, and environmental dimensions.
16	Nashik Integrated Public Covid Response (NIPCR)	It plays a crucial role in facilitating information dissemination, healthcare support, community solidarity.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

Recognition from government or government-recognized bodies for extension activities serves as a hallmark of institutional commitment to societal impact and community engagement. Such accolades not only validate the efforts of educational institutions but also amplify their influence and inspire further initiatives this criterion holds significant weight, reflecting the recognition of institutions' contributions beyond academic realms. Extension activities form the cornerstone of universities and colleges' outreach efforts, extending their expertise and resources to address societal challenges and uplift communities. When these endeavors are acknowledged by governmental or government-recognized bodies, it underscores their significance in addressing pressing issues and fostering positive change. These awards serve as tangible evidence of an institution's dedication to serving society and fulfilling its social responsibility. Receiving recognition for extension activities from authoritative entities carries several benefits. Firstly, it validates the impact of the institution's initiatives, affirming their effectiveness in addressing real-world problems. This validation not only boosts morale within the institution but also

enhances its credibility and reputation in the wider community. Stakeholders, including students, faculty, and partners, feel a sense of pride and motivation knowing that their efforts are being acknowledged and celebrated at a national or governmental level.

Moreover, awards and recognitions attract attention and resources, facilitating further expansion and refinement of extension activities. Additionally it can also open doors to new networks and connections, leading to enhanced visibility and opportunities for collaboration with other stakeholders, including NGOs, industry partners, and other academic institutions. Furthermore, recognition from government or government-recognized bodies serves as a benchmark for excellence, setting standards for other institutions to strive towards. Award-winning institutions become exemplars of best practices in community engagement and outreach, inspiring others to emulate their success. This fosters a culture of continuous improvement and innovation across the educational landscape, leading to a collective elevation of societal impact and community engagement efforts.

Institutions that receive awards and recognitions for extension activities demonstrate a proactive commitment to societal welfare and community development. They exemplify the core values of social responsibility, inclusivity, and collaboration, aligning with the broader goals of higher education in fostering holistic development and contributing to the public good. By recognizing and rewarding institutions for their exemplary extension activities. Awards and recognitions received for extension activities from government or government-recognized bodies serve as powerful affirmations of institutional dedication to societal impact and community engagement. These accolades not only validate the effectiveness of extension initiatives but also provide opportunities for further growth and collaboration. In the broader context of higher education evaluation, they underscore the importance of integrating community engagement efforts into institutional missions and promoting a culture of service-oriented leadership.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 36

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	08	04	05	06

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

3.5 Collaboration

3.5.1

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

Response: 1

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Nestled within our institution lies a realm of cutting-edge ICT technologies and an infrastructure so robust, it breathes life into every corner, creating an environment ripe for intellectual exploration and growth. Here, at the heart of our educational haven, we stand resolute in our commitment to support our students, ensuring their journey towards knowledge is met with unwavering assistance and opportunity

The institute is equipped with the most recent ICT technologies and the necessary infrastructure to deliver an effective teaching-learning environment. Periodically, the infrastructure facilities are updated to meet the needs of the rising educational sector and new advancements.

ICT resources are available in all classrooms. Wi-Fi, projectors, and Internet access are provided in classrooms for more efficient and interesting teaching and learning.

The library offers internet access for online learning resources, electronic journal subscriptions, and book searches. For housekeeping operations, the library uses an LMS. The library is partly automated and all of the books are barcoded. Additionally, SPSS & SPSS AMOS software is included for research needs.

The institute has a meeting room, classroom, and dedicated auditorium with audiovisual equipment.

MCA and MBA students get access to the well-equipped computer laboratories to finish their practical and project-related work. According to AICTE guidelines, every lab is equipped with additional ICT equipment and PCs with the newest specifications. The newest versions of antivirus and applications are installed on the PCs.

The institute has ramps and wheelchairs available for students with special needs.

The campus is equipped with CCTV cameras for security and awareness.

The institute has all the tools required to manage co-curricular and extracurricular student activities. The institute's meeting rooms, seminar rooms, and auditoriums are utilized for student activities such as workshops, seminars, and cultural events.

A separate sound system, music system, and other auxiliary equipment are provided for a seamless event

experience in the conference room and auditorium.

Auditorium

- Area - 351 sq mtr
- User Rate – 260

Seminar Hall

- Area - 135.13 sq mtr
- User Rate – 70

Meeting Room

- Area - 105 sq mtr
- User Rate – 50

beyond the realm of academia, our institution pulses with life. Our sports pitch echoes with the sounds of friendly competition, as students engage in spirited matches of volleyball, badminton, and cricket. Indoors, the sports room buzzes with activity, offering respite in the form of Carrom, Chess, and Table Tennis.

Students have access to the C.H.M.E Society's sporting facilities, which include an athletic field, basketball and volleyball courts, a swimming pool, and horseback riding. Adventure camps offer a variety of activities for students to partake in.

Dhyan Mandir is a yoga and meditation space in campus. The organization offers yoga sessions to students as well as staff members. There is also a variety of exercise equipment at the gym.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

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

Response: 37.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
22.18	42.24	29.38	34.59	20.49

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Dr. Moonje Institute Library: An Abode of Wisdom

Nestled within the venerable halls of the Dr. Moonje Institute lies a beacon of intellectual enlightenment—the institute's distinguished library. Since its inception in the illustrious year of 2006, this repository of knowledge has been driven by the cutting-edge vmedulife ILMS, seamlessly amalgamating tradition with technology to forge a sanctuary for learning that stands as a testament to adaptability and excellence.

Within these sacred confines, a treasure trove of literary marvels awaits—a vast collection of books and journals, spanning continents and disciplines. From the timeless depths of encyclopedias to the dynamic insights of electronic journals, the library serves as an inexhaustible wellspring of intellectual riches.

Every nook and cranny of this hallowed sanctuary is meticulously curated, with each section dedicated to a distinct facet of scholarship. From the tranquil precincts of the reading room to the bustling hubbub of the circulation desk, from the scholarly enclave of the research area to the archival treasure trove of back volumes and project reports, each enclave beckons with the promise of discovery and enlightenment.

Yet, the library's influence extends far beyond its physical confines. Its digital prowess, enhanced by OPAC and WEB OPAC facilities, empowers patrons to traverse its extensive catalogue from the comfort

of their own devices, transcending temporal and spatial boundaries.

In the realm of electronic resources, the library leaves no stone unturned in procuring the finest treasures. Subscriptions to esteemed databases like Emerald Publishing and DELNET provide patrons with access to a wealth of electronic journals and e-books, enriching their scholarly pursuits manifold.

Moreover, as a proud member of the National Digital Library, the institute's library opens the portals to a vast repository of resources, augmenting the academic endeavors of scholars, students, and faculty alike.

Yet, the library's mission of enlightenment knows no bounds. Through initiatives like Inter Library Loan, patrons are afforded access to a broader literary panorama, borrowing physical volumes from partner institutions to broaden their intellectual horizons. Furthermore, the acquisition of SPSS Base & SPSS AMOS software equips researchers with the requisite tools to dissect and analyze statistical data with precision and acumen.

Far from being a mere custodian of books, the library pulsates with vibrancy and activity. Annual book exhibitions allure patrons with a cornucopia of literary delights, while external memberships extend the library's embrace to alumni and parents, nurturing a community of lifelong learners.

In the digital realm, the library's online presence radiates brilliance, serving as a portal to its extensive offerings—from new acquisitions to curated collections, from research resources to educational materials.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

Institution continuously upgrade IT infrastructure to aware the technology for students & Staff. In order to maintain effective operation, Institute continuously works to provide cutting-edge technology and refresh its ICT facilities. A modern and effective ICT infrastructure has been developed.

Programming laboratories, machines for research work in libraries, staff rooms, exam departments, and offices are equipped with the most recent models of laptops and PCs, as well as printers, scanners, and

more peripherals.

The computer laboratories of the Institute have around 177+ computer machines with advanced configurations and all syllabus-related software installed as per the utilization of academic purpose. Each computer has connected with a network connection (LAN) and internet access (100 Mbps), which is sufficient for using the internet. Every PC has the frequently updated Quickheal-Seqrite Endpoint Security Antivirus for smooth functioning of computer machine. A local-area-network (LAN) with 1000 Gb. structured cabling connects all PCs. A separate server is for Quickheal-Antivirus software on the client PCs. CCTV is installed to centrally-controlled by the server-room.

Wi-Fi is available to staff and students so they can finish academic-work within the stipulated period. A specialized lab is currently being constructed for the purpose of deploying robots and Internet of Things initiatives.

Well-ventilated classrooms and laboratories with fixed LCD projectors along with Wi-Fi connectivity. In the Instute's Library have a computer system with internet connection for the utilization of digital library resources. Instut's equipped with Tutorial room having Interactive panel and internet connectivity.

In 2018-2019, **20 Computers** purchased with configuration HP PRO G1 MT 13 -8TH Desktop P/N -5FK94PA,

In 2021-2022, **40 Computers** purchased with configuration Intel®- Core (TM) i5-10500 CPU @3.10GHz, 8GB RAM (7.83GB Usable), 64-bit Operating System x64-based processor.

8 Laptop purchased with configuration 11th Gen Intel(R) Core (TM) i5-1155G7 @ 2.50GHz   2.50 GHz, 8.00 GB 's

In 2022-2023 Institute's purchase VM- Edulife Learning Management System (LMS) for conciliation & coordination of academic contents & administrative utility. Software supports for providing course contents and other syllabus details to the students on daily basis. Students can be downloaded course content, check their assignment, upload their test answer sheet, view their test marks through software.

In the academic session (2023-2024) **50 Computers** purchased with configuration of HP 400G7 MT I5-10500 / DOS 512gb P/N-A09H8PA, HP 19.5" P204v Screen, 8 GB DDR4 3200MHZ.

Upgrade with other peripherals in every academic year as per requirement and priority basis as follows.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 1.89

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

Response: 150

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 9.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
21.8	3.62	9.32	1.93	00.54

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 81.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
194	240	299	250	210

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

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

Response: 63.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	469	165	172	75

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 61.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
83	78	62	69	60

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

2022-23	2021-22	2020-21	2019-20	2018-19
108	138	119	108	98

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	**View Document**
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.2.2

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

Response: 1.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	2	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.3 Student Participation and Activities

5.3.1

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

Response: 2

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*

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	0	1

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	2	1

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Dr. Moonje Institute's Alumni Association stands as a testament to the enduring connection between the institute and its students, operating under the legal framework provided by the Mumbai Public Trust Act of 1950. Registered as the Dr. Moonje Institute Alumni Association Nashik, with the identification number F-0019384(NSK), this trust ensures seamless financial transactions through its PAN registration. With an annual audit of financial statements covering funds, liabilities, property and assets, as well as income and expenditure data, transparency and accountability are upheld to the highest standard.

Alumni Community Engagement & Networking:

At the heart of this association lies a vibrant community of alumni who contribute tirelessly to the institute's continued growth and prosperity. Through a range of initiatives, the alumni association serves as a bridge between past and present, fostering networking opportunities that facilitate the exchange of professional expertise, knowledge, and career advancement prospects among alumni. We also conduct alumni meet in the institute.

Events & Activities:

Events, reunions, workshops, and various other activities organized by the institute provide avenues for interaction and reconnection, reinforcing the bonds that tie alumni to their alma mater.

Alumni Achievement & Engagement:

The institute takes immense pride in the achievements of its alumni, many of whom occupy esteemed positions across diverse sectors of society. Their ongoing engagement and support serve as a source of inspiration for current students and faculty alike. Moreover, alumni play a pivotal role in the college's development committee.

Objectives of Alumni Association:

The objectives of the Alumni Association are comprehensive, aiming to nurture the alma mater, foster unity among students from all batches, provide a platform for alumni to offer guidance and support to current students, and solicit ideas for the improvement of existing educational practices. Additionally, the association strives to leverage its collective influence for the betterment of society, improve industry-

institute collaboration, and facilitate placements for students.

Integration into student progress:

In the pursuit of student progress, the institute harnesses the expertise and resources of its alumni in a myriad of ways. Guest lectures, organized by alumni, offer valuable insights and real-world perspectives to students. Alumni, holding influential positions in government and prestigious organizations, facilitate industrial visits, internships, and placements, providing students with invaluable hands-on experience and networking opportunities.

Mentorship & Career guidance:

Furthermore, alumni serve as mentors, guiding students in their academic and career pursuits, including specialization choices in MBA/MCA programs. Their support extends to encouraging entrepreneurial endeavors, drawing from their own experiences in establishing successful businesses nationally and internationally. Moreover, students are given the opportunity to actively participate in live projects within alumni organizations, gaining practical skills and industry exposure.

Alumni Engagement and Feedback Mechanisms:

Inputs from alumni are actively sought through campus visits and participation in various programs, ensuring that their voices are heard and their perspectives valued.

Alumni Association of Dr. Moonje Institute is not merely a network of former students but a dynamic force driving the institution forward. Through their active involvement, alumni play a pivotal role in shaping the institute's future.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Leadership and governance within an educational institution are pivotal in determining its trajectory and effectiveness. It is imperative to align leadership practices with the institution's vision and mission. At Dr. Moonje Institute, a dedication to quality education, global perspectives, character development, and management skills is deeply ingrained in its institutional ethos. Leadership structure, which includes the Society Head of College Development Committee (CDC), Director, Coordinators, Faculty Members, and Support Staff, is designed to ensure efficient administration and strategic decision-making.

The CDC serves as a vital platform for discussions on academic administration, collaboration, research, faculty development, and institutional progress. Through regular meetings, it facilitates policy formulation and decision-making, thereby enhancing the quality of teaching and learning. Student representatives actively engage in committees such as the Anti-Ragging Committee and Placement and Library Committee, providing feedback for institutional enhancement.

The institution's vision for social transformation through education, skill development, and research is woven into its governance structures and procedures. The CDC, led by the Chairman and Director, plays pivotal role in policy-making and financial decisions. Departmental coordinators collaborate with the leadership to communicate management perspectives and ensure effective implementation of decisions.

A philosophy of participative management pervades the institution, promoting collaboration and inclusivity across all levels. Faculty members are actively involved in various committees, including the CDC, Anti-Ragging Committee, Women's Grievance Cell, and Library Committee, fostering a culture of shared responsibility.

The Institute maintains robust system for coordinating and monitoring with departments and diverse committees. The Internal Quality Assurance Cell (IQAC) oversees the operations of all committees relevant to enhancing teaching quality and the holistic advancement of the institute. It identifies areas requiring improvement and proposes action plans accordingly, thereby promoting academic excellence and creating a conducive environment free from ragging, while empowering women.

Initiatives such as the Research Cell, Startup and Incubation Cell, and Student Welfare programs underscore the institution's commitment to holistic development and innovation. An exemplary case of decentralization and participative management highlights stakeholders' active involvement in policy decision-making and administrative leadership, leading to successful delegation, increased productivity, and enhanced stakeholder engagement.

Aligned with our dedication to quality education and management skills, we actively implement the principles outlined in the National Education Policy (NEP). The NEP's focus on holistic education, skill development, and research resonates deeply with institutional ethos, guiding our journey towards educational excellence.

In conclusion, Dr. Moonje Institute exemplifies exemplary leadership and governance practices that are aligned with its vision and mission. The institution's commitment to quality education, global perspectives, character building, and management skills is evident in its governance structures, participative management philosophy, and proactive initiatives. By nurturing a culture of collaboration, innovation, and continuous improvement, Dr. Moonje Institute stands as a beacon of excellence in higher education.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional perspective plan demonstrates effective deployment, with institutional bodies showcasing efficiency through well-defined policies, administrative structures, appointment protocols, service regulations, and procedural frameworks.

Strategic Plan for Academic Development: Nurturing Excellence and Engagement

At Dr. Moonje Institute of Management and Computer Studies, governance is meticulously structured to ensure decisive and comprehensive development, in line with the institution's vision for growth and excellence. The Governing Body, as stipulated in the college constitution, comprises key office bearers including the President, Vice-President, General Secretary, and Treasurer. Additionally, the Nashik Division Committee contributes significantly, ensuring regional representation and fostering collaboration. Together, these bodies oversee critical facets of institutional functioning, including financial investments, admissions policies, and staff recruitment.

Central to the governance architecture is the College Development Committee (CDC), encompassing diverse stakeholders such as industry representatives, alumni, and institutional leaders. The CDC

assumes pivotal roles in crucial decisions concerning institute development, collaborations, and academic policies. Its purview extends to teaching-learning methodologies, research initiatives, and staff recruitment policies, ensuring a comprehensive approach to institutional growth.

The institute adheres to Standard Operating Procedures (SOPs) for streamlined functioning and effective implementation across various domains. The placement cell meticulously follows a sequenced procedure from student entry post-admission. After assessing each student, their interests are identified towards placement, entrepreneurship, or higher studies. Tailored SOPs are then applied accordingly, guiding students towards their chosen paths.

Aligned with its placement vision, the institute emphasizes robust industry-institute collaboration as a catalyst for student success and stakeholder engagement. Initiatives like Industry Samvaad, pre-placement training, and industry visits facilitate meaningful interactions between students and industry leaders. This collaborative effort shapes the placement process to meet industry standards, offering career progression opportunities for students. The placement procedure, industry coordination, and student support are closely monitored, ensuring students receive necessary assistance throughout their placement journey. Career guidance and counselling services further support students in making informed career decisions aligned with their aspirations.

An academic calendar is in place and it balances core curriculum delivery with extracurricular activities, ensuring optimal student engagement and development. Flexibility for unexpected disruptions and proactive communication is possible for effective implementation and seamless coordination between faculty, staff, and students.

Faculty development programs offer continuous training in pedagogy, research methodologies, and emerging technologies for better teaching learning. Career planning for staff provide mentorship, resources, and opportunities for advancement, promoting professional growth and job satisfaction among institute staff. Regular feedback and evaluation mechanisms ensure alignment with organizational goals and individual aspirations.

In conclusion, the strategic plan at Dr. Moonje Institute of Management and Computer Studies fosters governance excellence, industry collaboration, student support, and staff development, ensuring holistic institutional growth and student success.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

CHMES Dr. Moonje Institute of Management and Computer Studies prioritizes the welfare of its teaching and non-teaching staff, recognizing their invaluable contributions to the institution's success. Through a comprehensive range of welfare measures, we ensure a healthy, safe, and motivating work environment for all employees. These measures are designed to enhance job satisfaction, promote professional development, and foster a sense of belonging within the organization.

1. **Professional Development and Education**: Faculty members are actively encouraged to participate in self-development programs and pursue higher education opportunities to enhance their skills and knowledge.
2. **Support for Research**: Staff members are provided with duty leaves to engage in research-oriented activities. They can also recommend books for research directly to the library and publish their own works using the ISBN series of Dr. Moonje Institute of Management and Computer Studies.
3. **Health and Well-being**: During the covid time, the institute organizes health check-up camps for both teaching and non-teaching staff to ensure their physical well-being.
4. **Financial Security**: All staff members are covered under the Employee Provident Fund Act of 1953, providing financial security for their future. Additionally, group insurance coverage is

provided through the New India Insurance Company and Tata AIG to safeguard against accidents.

5. **Educational Benefits**: Children of institute staff receive fee concessions when enrolling in CHME Society's schools and colleges, promoting access to quality education for employees' families.

6. **Cooperative Credit Society**: The institute operates its cooperative society, allowing staff members to become members and avail of loan facilities at concessional rates.

7. **Maternity Leave**: Female staff members are granted maternity leave as per regulations, supporting their well-being during crucial life transitions.

8. **Leave Policies**: Various types of leaves, including vacation, casual, earned, and medical leaves, are granted to staff members as per norms, ensuring work-life balance.

9. **Gratuity Scheme**: Employees who have completed five years of service are covered by the group gratuity scheme, providing them with additional financial benefits.

10. **Salary in Advance:** Staff members are given an advance salary whenever they need it on application basis.

11. **Research infrastructure support:** Faculties are provided laptops and systems to work. Software for research like SPSS is provided access for research work. Staff members also have access to internet and complimentary Wi-Fi facilities on campus.

12. **Work-Life Balance Initiatives:** Introduced initiatives aimed at promoting work-life balance during COVID pandemic, such as flexible work arrangements, telecommuting options, and wellness programs. Supporting employees' well-being contributes to job satisfaction and overall productivity.

13. **LMS Training to Faculties:** Provide faculty members with comprehensive LMS training to enhance their proficiency in leveraging digital learning platforms effectively.

Dr. Moonje Institute of Management and Computer Studies acknowledges that maintaining healthy work environment and improving staff motivation and performance are essential for organizational success. Institute's effective welfare measures underscore its dedication to promoting employee well-being and ensuring conducive work environment to personal and professional growth.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 12.82

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**

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	1	3	1

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

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

Response: 3.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	0	2	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Central Hindu Military Education (CHME) Society's Dr. Moonje Institute of Management & Computer Studies maintains rigorous financial oversight, encompassing internal, external and vigilance audits alongside fee fixation adherence. Internal audits, overseen by the Parent Society, uphold financial integrity, complemented by Tally software and ERP for precise record-keeping. Annual external audits, facilitated by certified Chartered Accountants, ensure compliance with budgetary allocations and fee regulations mandated by the state-level fee fixation committee. Budget compilation integrates departmental requirements, future plans, and estimated receipts, ensuring alignment with regulatory standards. Daily verification of accounts via Tally ERP software by accountants guarantee accuracy, while the Finance Committee provides insights for necessary adjustments, fostering transparent financial management.

Internal Audit: The CHME Society, overseeing the Dr. Moonje Institute's operations, conducts regular internal audits facilitated by its internal auditors. These audits serve as a proactive measure to evaluate the effectiveness of financial controls, identify areas of improvement, and mitigate potential risks.

Utilizing Tally software, the internal auditors meticulously scrutinize various financial documents, including receipts, payments, income, expenditure, balance sheets, and bank reconciliation statements. By adhering to established norms and regulations set forth by the Fee Regulatory Committee of Maharashtra State, the auditors ensure that the Institute's financial practices align with statutory requirements.

Through these internal audits, the CHME Society can detect and rectify any discrepancies or

irregularities in financial transactions promptly. This proactive approach not only safeguards the Institute's assets but also fosters a culture of accountability and compliance within the organization.

External Audit: In addition to internal audits, the Dr. Moonje Institute undergoes an annual external audit conducted by a certified Chartered Accountant appointed by the Parent Society.

This external audit serves as a comprehensive review of the Institute's financial records, aiming to provide an independent assessment of its financial position and adherence to regulatory standards.

The external auditor meticulously examines all account books, verifying the accuracy and completeness of financial data. By comparing the Institute's financial records against statutory requirements and industry standards, the external auditor identifies any potential discrepancies or areas of non-compliance.

Importantly, the external auditor's observations and recommendations serve as valuable insights for the Institute's management, helping them incorporate necessary changes to improve financial governance and transparency. While the Institute has not encountered any major objections during external audits till date, the continuous review and feedback provided by the external auditor contribute to ongoing enhancements in financial management practices.

Vigilance audit: It involves systematic examination and assessment of organizational processes and activities to detect and prevent misconduct, corruption, or inefficiencies, ensuring adherence to ethical standards and regulatory compliance. Its aim is to enhance transparency, accountability, and integrity within an institution.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Our institution has achieved significant milestones in ensuring and enhancing the quality of education and administrative procedures. Internal Quality Assurance Cell (IQAC) has played a pivotal role in implementing various quality assurance procedures, leading our efforts in this regard.

Here is an overview of initiatives:

IQAC Meetings: The IQAC holds regular meetings with the Director, Heads of Departments (HODs), and senior staff to plan and implement measures for enhancing quality. Discussions focus on improving teaching methods such as case studies, field visits, webinars, and group discussions. Academic calendars are developed and monitored for MBA and MCA semesters to ensure effective implementation.

Institution's Quality Initiatives: Our institution collaborates with industry leaders such as PMI, Cyber Security, Quick Heal, COEP's Bhau Institute, AMDISA, and others to promote quality initiatives. These collaborations facilitate interactions between students and industry professionals, strategic research partnerships, and personal development opportunities, reinforcing our commitment to quality assurance.

Participation in Rankings: We actively participate in national rankings like the National Institutional Ranking Framework (NIRF) and other recognized rankings. Our consistent participation demonstrates our dedication to benchmarking ourselves against top institutions and continuously striving for improvement.

Accreditation by Esteemed Agencies: Institution undergoes quality audits and accreditations by esteemed agencies such as the National Assessment and Accreditation Council (NAAC). Accreditations validate our commitment to quality education and provide assurance of our standards.

Examples of Quality Assurance Initiatives:

Industry Samvaad Series: This initiative provides students with sessions featuring industry experts discussing relevant topics, fostering academic and professional growth through idea exchange.

Online Teaching-Learning Process: We have implemented online teaching methodologies using platforms like Google Classroom, incorporating advanced pedagogical methods with ICT tools to facilitate student engagement and assessment. We also offer SPSS insights for academic research.

Social Connect and upliftment Activity: Seva Vasti Survey initiative demonstrates our social responsibility by conducting surveys to understand and address the needs of marginalized communities. In Shramanubhav Shibir our students immerse themselves in rural life to foster empathy and understanding.

Placement Initiatives: We bridge academia and industry through HR Meets, facilitating direct engagement between students and industry professionals. Job Fairs provide opportunities for students to connect with employers, enhancing their employability skills and facilitating smooth education-to-employment transitions.

ERP and LMS: Implementing ERP (Enterprise Resource Planning) and LMS (Learning Management System) has helped to streamline administrative tasks, enhances operational efficiency, and centralizes academic resources. ERP has automated processes like admissions, finance, and HR, reducing paperwork and improving data accuracy. LMS facilitates online learning by providing a centralized platform for course materials, communication.

In conclusion, our institution's quality assurance initiatives have been comprehensive and impactful over the past five years. Through continuous improvement and collaboration, we remain committed to providing excellence in education and administrative practices, ensuring the holistic development of our students and stakeholders.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institute has implemented a commendable array of measures to ensure the safety, well-being, and gender inclusivity of its students and staff. Here is a detailed review of the initiatives from the last five years:

Year	A.Y.2022-23	A.Y.2021-22	A.Y.2020-21	A.Y.2019-20	A.Y.2018-19
No. of Activities	10	09	09	07	04

Admissions Process and Campus Assistance:

The institute has promoted gender equity in the admission process which involves implementing strategies that ensure fairness, inclusivity, and equal opportunities for individuals of all genders as per the rules & regulations of the Government. DMI has fostering gender sensitization policy administration of the said policy resulted productively in the increased number of female students.

Inclusive Representation in Leadership:

The unisexual policy is adopted for the inclusiveness of all genders to get equal opportunities. Including gender sensitization activities such as guest lectures, poster exhibitions, counseling, and representation as a member of various committees.

Security Measures:

The institute has security guards from a third-party agency to ensure surveillance apart from security cameras. Consumption, carrying, and promoting any prohibited material such as drugs or weapons in any form or any hazardous polluting substance is prohibited in the campus. Infirmary services and first-aid are available to all the students and staff. Students and staff are under the cover of insurance.

Facilities for Female Students:

- Ladies Room
- Crush
- Day Care
- Hirkani Kaksh (Fedding Mothers)

- Insurance
- Mentoring
- Health Sessions
- Infirmary
- Information Boards
- Washrooms with Sanitary Pad Wending Machine
- Counseling

Celebrations and Recognition:

- Various Days Celebrations
- Indian Culture Related Activities
- Prize Distribution and Awards
- Certification and Recognition on social media.
- Felicitations.

Programs/Activities:

Every year institute celebrates International Women's Day, Constitution Day, Rashtriya Ekta Diwas, Sadbhavna Diwas, National Youth Day, etc. in the presence of girl & boy students. The institute has organized sessions on Yoga, Nirbhay Kanya Yojana, Adventure Camp, and Cyber security awareness.

Cyber Security Awareness:

Cyber security in collaboration with Quick Heal Foundation and Indian Police for the safety and security of women, girls' students, and society at large.

Mentoring/Personal Counselling:

Providing personal counseling services for academic, examination, and family-related issues reflects a commitment to addressing the holistic well-being of students, both academically and personally.

Committees for Compliance:

The establishment of various committees, including Anti-Ragging, Grievance Redressal, Student Council, and Mentoring Program, aligns with University/UGC norms, ensuring a structured and compliant approach to governance and support services.

Washroom Facilities:

Ensuring washroom facilities for girls and boys, equipped with vending machines for sanitary napkins, contributes to creating an environment that prioritizes hygiene and comfort, particularly for female students.

Recreation Facilities:

- Yoga and Meditation Zone
- Indoor Sports

- Outdoor Sports
- **Shared Facilities:** Gymnasium, Swimming Pool, Synthetic Running Track, Archery, Adventure Sports, Horse Riding and Rifle Shooting, Shooting Range, Mounting.

These efforts signify a commitment to experiential learning and imbibing patriotism, risk-taking, team building, and enterprising, life skills to the students. The state of art facilities position the institute as a model contributing to nation-building.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

1. **Green audit / Environment audit**

2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: B. Any 3 of the above

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

7.1.4

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

Response:

Self-Management and Career Counselling with ISKON: This session likely focused on helping individuals develop self-awareness, set goals, and make informed career choices, possibly integrating spiritual principles from the ISKCON tradition to guide personal and professional development.

Dharma-Indian Ethics by Amish Tripathi: This activity probably involved a discussion or workshop on the concept of Dharma as depicted in Indian mythology and philosophy, possibly drawing insights from the works of author Amish Tripathi, known for his novels that re-imagine Indian mythological narratives.

Swaminarayan Temple Visit: Participants likely visited a Swaminarayan temple to experience the cultural and spiritual heritage of the Swaminarayan tradition, which emphasizes devotion, morality, and service.

Sessions on Financial Literacy: The Sessions of Union Budget-2023 for Nashik Citizens, Finance Literacy: Understanding Personal Finance provided an overview and analysis of the Financial Budget, aimed at enhancing the participants' understanding of financial management principles and practices.

Staff participation: The Director is a National Level Trainer for the Pandit Madan Mohan Malviya National Mission on Teachers & Training of IKS. Also, the faculty members are invited as experts in research and education progression such as Ph.D. Course work. Faculties are engaged as experts in curriculum development and various committees of S.P. Pune University, K.B.C. North Maharashtra University, and Y.C.M.O. University.

Sensitization Workshops:

- Cyber Security
- Financial Safety
- Health and Stress Management
- Entrepreneurship and Startups
- Self Defence
- Legal Aid.
- Indian Knowledge System
- Research
- Gender Sensitization
- Equal Opportunities.
- Sustainability
- Environment Safety
- Pandemic and Risk Management
- Anti-drug and Tobacco-free Campus
- Anti-ragging
- Arm Forces

Regional and Linguistic Inclusivity:

This may involve promoting multilingualism, organizing language appreciation events, and providing resources for regional and linguistic studies through language courses in Jerman, Sanskrit, and French. Also, the number of books available in the library on IKS topics for students & staff members of the library and Celebrated various days like Independence Day, Republic Day, Marathi Bhasha Diwas, Maharashtra Day, Azadi Ka Amrutmahostav, etc.

Campaigns:

Campaigns are organized to create awareness of COVID-19, COVID Vaccination Drive, environment & sustainability, Life-skill management, and career enhancement. The Institute conducted an Election Voter awareness program for students. The institute also participated in idea generation for the social environment with the help of Digital Impact Square.

Community Engagement and Social Activities:

The institution actively engages with local communities, fostering a sense of community and addressing the socioeconomic context like Shramanubhav Shibir, Seva Vasti Survey, Nirmal Vari, Swachata Abhiyan, Blood Donation during COVID-19, etc.

Special attention towards SC / ST Students:

The institute is focusing on providing special attention to developing SC/ST students in Korku and Dangi languages to create an app in the near future.

Celebrations:

The Institute celebrates cultural activities to Inculcate Indian culture and patriotism like Vidyaatrambh, Meri Mati Mera Desh, New Normal, Azadi ka Amrut Mahostav, Carnival, Mudra Festivals, Diwali Utsav, Navratri Utsav for women empowerment, Gopalkala (Dahi Handi), Environment Day, Kargil Diwas, Ganpati Festival, Adventure & Sports, etc., and the birth & death anniversaries of Famous Indian Personalities irrespective of their geographic region, language, religion, caste, or cultural background.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1

Title: Industry Samvaad for Institute Industry Interface for Circular Economy

The "Industry Samvaad" sessions organized by Dr. Moonje Institute are indeed a commendable initiative aimed at fostering collaboration between academia and industry. By bringing together students and industry experts, this platform facilitates the exchange of ideas, which is crucial for innovation and growth in both sectors.

Moreover, the focus on **Entrepreneurship**, particularly in the context of promoting 'Atma Nirbhar Bharat' (self-reliant India), is highly relevant in today's economic landscape. Encouraging students to explore entrepreneurship not only fosters innovation and job creation but also contributes to the overall growth and development of the nation. Additionally, the emphasis on **Social Entrepreneurship** underscores the importance of addressing societal challenges through innovative business models. Furthermore, the inclusion of sessions on **Job Opportunities**, ecosystem development through collaborations with organizations like the Confederation of Indian Industry (CII), and masterclass sessions conducted by GMs, CEOs, MDs, and CXOs adds tremendous value to the initiative.

Objectives:

1. The primary objective of fostering meaningful dialogue and collaboration between academia and industry.
2. To provide students with valuable insights into real-world practices, emerging trends, and industry expectations, thus enhancing their academic learning and employability.

The Context:

In designing and implementing the Industry Samvaad Series, several contextual features and challenging issues need to be addressed to ensure its effectiveness and success. The prominent and successful industrialists share their wisdom with our students and the students get an opportunity to interact with the industry leaders.

Here are some of the important key consideration points:

1. **Industry Significance:** Identifying relevant topics and ensuring that the content remained up-to-date and aligned with emerging industry trends posed a significant challenge.
2. **Resource Allocation:** The industry-engagement events required significant resources in terms of time, and manpower including financial support for arrangement.
3. **Student Engagement:** Encouraging active participation from students in the sessions was crucial for the success of the series. It involved collaboration among various stakeholders to ensure the series remained relevant and impactful.

The Practice: A total of 55 Sessions is Conducted including Master Class.

By bridging the gap between academia and industry in such a comprehensive manner, DMI sets a benchmark for effective industry-academia collaboration in management education. The Industry Samvaad Series goes beyond mere information dissemination, focusing on meaningful dialogue, experiential learning, and tangible outcomes.

- The Industry Samvaad Series adopts a holistic approach to industry-academia collaboration.
- Each session of the Series features carefully curated content tailored to meet the evolving needs of both students and industry professionals.
- Beyond immediate networking opportunities or job placements, the Industry Samvaad Series aims to create a lasting impact.

Evidence of Success:

1. Students actively participated in Q & A sessions, workshops, and networking opportunities, demonstrating their interest and enthusiasm for the events.
2. Received positive remarks from the speaker about student interactions and the quality of discussions serve as evidence of the series' success.
3. Alumni participation in the Industry Samvaad Series reflects the success of the initiative.

Problems Encountered and Resources Required:

1. **Speaker Availability and Coordination**: Securing high-profile industry speakers and coordinating their schedules to align with the series of events can be challenging for the committee.

2. **Technology and Infrastructure:** Ensuring access to appropriate technology and infrastructure to support virtual events, live streaming, and interactive engagement platforms in response to evolving needs and preferences.

Outcomes:

The following outcomes of the Industry Samvaad Series:

- Enhanced Industry-Academia Collaboration
- Student Empowerment and Skill Development
- Higher employability
- Increased alumni support
- Enhanced reputation of the institute.

Best Practice-2

Title: Adventure & Sports

The Institute implemented and conducted adventure and sports activities every year for management students in collaboration with Bhonsala Adventure Foundation. It can be an innovative and effective best practice to enhance their overall development and prepare them for leadership roles in the business world. These activities aim to foster personal growth, resilience, and well-being while preparing students for the challenges of the corporate environment.

Objectives:

1. To complement their academic learning with experiential activities that promote teamwork, leadership, problem-solving, decision-making, and stress management skills.

The Context:

Designing and implementing adventure and sports activities specifically for management students presents unique contextual features and challenging issues that need to be addressed effectively. Incorporate adventure-based leadership development activities that challenge students to step out of their comfort zones, take initiative, and lead teams in dynamic outdoor environments.

Here are some of the important key consideration points:

1. **Leadership Development**
2. **Strategic Thinking**
3. **Integration with Curriculum**
4. **Promotion of Health and Wellness**

The Practice:

Every Year, the institute organizes Adventure and sports activities to prioritize holistic student development, encompassing physical, mental, emotional, and social well-being which helps students with character building. In the context of higher education in India, the implementation of adventure and

sports activities offers several distinctive features:

- Adventure and sports programs provide experiential learning opportunities that go beyond the confines of the classroom.
- By engaging students in outdoor adventures and sports activities to understand the concept of team-building, leadership development, problem-solving abilities, resilience, and interpersonal competencies in real-world settings.

Evidence of Success:

1. Students actively participate in various adventure and sports activities, such as outdoor expeditions, and sports tournaments.
2. Help to enhance the leadership, teamwork, and communication skills among students through adventure and sports activities.
3. Improve students' physical fitness levels and overall well-being through participation in adventure and sports activities.

Problems Encountered and Resources Required:

1. Ensuring the safety and well-being of participants during adventure activities poses a significant challenge but the institute provided appropriate safety gear, equipment, and supervision during all activities.
2. Generating interest and participation among students, particularly those with diverse backgrounds and interests, may be difficult due to competing academic, extracurricular, and personal commitments but the institute raises awareness of adventure and sports activities and their benefits in terms of incentives such as academic credit, certificates, or recognition for participation.

Outcomes:

The outcomes of the adventure and sports activities are multifaceted, benefiting students, institutions, and society. Following are the details:

- Development of life skills such as leadership, teamwork, and communication.
- Enhanced cognitive abilities, creativity, and critical thinking skills.
- Improved physical fitness levels, health, flexibility, and overall fitness among students.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Social Empathy Initiative

The "Social Empathy Initiative" represents a comprehensive approach to fostering empathy, understanding, and social responsibility within the framework of the Institute through the Shramanubhav Shibir, Seva Vasti Survey, and Nashik Integrated Platform for Covid Response (NIPCR) activities.

1.Shramanubhav Shibir:

Shramanubhav Shibir is one of the distinctive characteristic programs at our institution, in collaboration with Volunteer Organisation Vanvasi Kalyan Ashram. Shramanubhav Shibir stands as a beacon of hope for addressing the critical issue of water scarcity in tribal villages, particularly in the Peth Taluka Nashik District. Moreover, it enhances the quality and availability of water in various ecosystems, thereby mitigating resource degradation.

Benefits of Shramanubhav Shibir for Management Students:

- **Practical Learning Experience:** Shramanubhav Shibir provided management students with a unique opportunity to engage in hands-on, real-world projects.
- **Community Engagement Skills:** Through interaction with local communities, management students developed valuable interpersonal and communication skills.
- **Sustainability Awareness:** Shramanubhav Shibir exposed management students to the principles of sustainability and environmental stewardship.
- **Social Responsibility:** By participating in Shramanubhav Shibir, management students cultivated a sense of social responsibility and civic engagement.
- **Networking Opportunities:** Collaborating with volunteers from organizations like Vanvasi Kalyan Ashram exposed management students to a diverse network of professionals and community leaders.

2.Seva Vasti Survey:

The Institute focuses on community development for underprivileged and marginalized communities. One of their key initiatives is Seva Vasti's work, which involves providing essential services and support to individuals living in slums. Management students, understanding the intricacies of community development initiatives is vital for fostering inclusive and sustainable practices.

Benefits of Shramanubhav Shibir for Management Students:

- **Practical Application of Management Principles:** Participating in the Seva Vasti Survey allowed management students to apply theoretical knowledge in a real-world context.
- **Developing Empathy and Cultural Sensitivity:** Engagement with slum communities through

the Seva Vasti Survey fostered empathy and cultural sensitivity among management students.

- **Enhancing Leadership and Teamwork Skills:** Leading and participating in the Seva Vasti Survey initiatives provided management students with opportunities to develop leadership and teamwork skills.
- **Strategic Problem-Solving:** The Seva Vasti Survey presented management students with complex challenges requiring strategic problem-solving skills.
- **Building Social Responsibility:** Engagement with the Seva Vasti Survey instilled a sense of social responsibility among management students.

3.Nashik Integrated Platform for Covid Response (NIPCR)

In response to the COVID-19 pandemic, DMI took proactive measures and participated in the NIPCR activity. NIPCR serves as a platform to unite responsible citizens of Nashik District in curbing the pandemic crisis through various contributions. The objectives of NIPCR include uniting contributors to eradicate COVID-19, utilizing available resources efficiently, and raising awareness about COVID hospitals and vaccination facilities. DMI actively engaged in NIPCR by deploying six staff members, referred to as "COVID YODHHAS," who developed an online platform for doctors and hospitals. The outcomes of DMI's involvement in NIPCR demonstrate its commitment to uniting stakeholders in Nashik District to combat the pandemic effectively.

Benefits of engaging for the Institute:

- **Enhanced Reputation and Visibility:** Active participation in initiatives like NIPCR enhanced the institute's reputation as a socially responsible and proactive organization.
- **Stakeholder Engagement and Collaboration:** Engaging in NIPCR activities provided the institute with opportunities to collaborate with various stakeholders, including government agencies, healthcare professionals, and community organizations.
- **Fulfillment of Mission and Values:** By participating in NIPCR and contributing to the collective effort to combat the COVID-19 pandemic, the institute aligned with its mission of developing business leaders and IT professionals with a global vision and Indian values.
- **Networking and Visibility for Staff:** Participation in NIPCR allowed staff members to expand their professional networks and visibility within the community.
- **Contributing to Public Health and Safety:** By facilitating the dissemination of information about COVID hospitals and vaccination facilities, the institute played a crucial role in promoting public health and safety.
- **Alignment with Corporate Social Responsibility:** In today's interconnected world, corporate social responsibility (CSR) has become increasingly important for organizations.

The above narrative serves as a robust demonstration of institutional distinctiveness, highlighting key aspects that set the institution apart from others:

Integration of Initiatives: The integration of various initiatives under the "Social Empathy Initiative" demonstrates a cohesive approach to addressing societal challenges. By bringing together different activities such as Shramanubhav Shibir, Seva Vasti Survey, and NIPCR, the institution showcases its ability to coordinate diverse efforts towards a common goal, thus highlighting its organizational effectiveness and strategic vision.

Holistic Approach to Education: The institution emphasizes a holistic approach to education,

combining rigorous academic programs with experiential learning and leadership development. This approach ensures that students not only acquire knowledge but also develop practical skills, ethical values, and leadership qualities, setting them apart as well-rounded individuals ready to tackle real-world challenges.

Focus on Future Leaders: By specifically mentioning the preparation of MBA and MCA students as future nation builders and leaders, the institution showcases its commitment to nurturing leadership talent. This focus on developing leaders who can drive positive change and innovation distinguishes the institution as a breeding ground for impactful individuals.

Engagement in Social Projects for addressing the social issues and Nation Building: The institution's involvement in social projects in tribal and slum areas underscores its commitment to social responsibility and community engagement. These initiatives not only benefit the communities but also provide valuable learning experiences for the students, enhancing their understanding of societal issues and their role as responsible citizens.

Practical Learning Opportunities and Vibrant Campus Life: The emphasis on hands-on learning experiences, practical application of management principles, and development of essential skills like leadership and teamwork sets the institution apart as a place where students not only learn theoretical concepts but also gain valuable practical insights that prepare them for the real world.

In summary, the narrative presented above serves as a compelling illustration of the institution's distinctiveness, showcasing its holistic approach to education, focus on leadership development, commitment to social responsibility, effective integration of initiatives, and emphasis on practical learning opportunities. These elements collectively contribute to the institution's unique identity and set it apart as a leader in the field of education and societal impact.

File Description	Document	
Appropriate web in the Institutional website	[View Document](#)	
Any other relevant information	[View Document](#)	

5. CONCLUSION

Additional Information :

Dr. Moonje Institute (DMI) has been meticulously navigating the accreditation process, submitting AQAR data for the academic years 2017-18 and 2018-19 offline to NAAC. However, due to NAAC's evolving metrics and guidelines, the institute faced challenges in meeting all templates and Criterion data requirements for the specified period. Despite these obstacles, during the pandemic years of 2019-20 and 2020-21, DMI seamlessly transitioned between offline and online modes as per government directives, striving to adhere to NAAC guidelines and diligently filling AQAR and SSR data.

DMI demonstrates its dedication to excellence by submitting a Self Study Report for National Accreditation & Assessment Second Cycle. Adhering to NAAC's guidelines, it provides top-notch facilities, staying true to its Trust Mission of nurturing individuals with competencies, values, and ethics for societal benefit.

DMI, a prominent institution under the Central Hindu Military Education Society, is widely regarded as a cornerstone of education in Maharashtra, renowned for its unparalleled reputation. The governance framework of the institute places strong emphasis on engaging all stakeholders, ensuring effective strategic oversight, and maintaining regular activity monitoring. This approach fosters a collaborative environment conducive to growth and innovation.

DMI's cutting-edge academic infrastructure boosts teaching, learning, and research quality. Modern facilities empower students with tools and resources, fostering an inspiring environment for exploration and discovery.

The impact of DMI's holistic approach to education is evident in its track record of producing skilled professionals and contributing to cutting-edge research in various fields. By combining academic rigor with a focus on practical application, DMI continues to play a vital role in shaping the future of education and innovation in Maharashtra and beyond.

DMI prioritizes teaching, learning, and research in management and IT education. Adequate funding maintains infrastructure, ensuring quality education. A structured framework streamlines operations. The Internal Quality Assurance Cell upholds standards, while industry engagement and certifications showcase DMI's educational commitment.

Concluding Remarks :

In conclusion, Dr. Moonje Institute's (DMI) journey is characterized by a steadfast dedication to quality education, adherence to standards, and a proactive approach to meeting challenges and evolving educational landscapes.

DMI stands as a beacon of excellence in education, showcasing unwavering dedication to continuous improvement and adherence to accreditation standards. Despite initial challenges in navigating NAAC's evolving metrics, DMI's seamless transition between offline and online modes during the pandemic years underscores its adaptability and commitment to quality education.

DMI, guided by its Trust Mission, prioritizes holistic individual development, cultivating competencies, values, and ethics for societal advancement. Operating within the governance framework of the Central Hindu Military Education Society, the institute guarantees active stakeholder involvement, strategic supervision, and efficient activity tracking. This fosters a collaborative atmosphere, promoting growth and innovation.

Institute Governance consists of the Involvement of all stakeholders to play a considerable role from strategic perspective to monitoring regular activities of the Institute. TDMI's advanced academic infrastructure and contemporary amenities provide an enriching setting for teaching, learning, and research. With a history of producing adept professionals and driving pioneering research, the institute demonstrates a steadfast commitment to academic excellence and real-world application.

In prioritizing management and IT education, DMI maintains adequate funding for infrastructure, ensuring the delivery of quality education. A structured operational framework, bolstered by the Internal Quality Assurance Cell, upholds standards, while industry engagement and certifications further underscore DMI's educational commitment.

The IQAC continuously monitors academic and administrative aspects. Institute is working continuously for more industry interaction, quality certification and developing new frontiers in research and management education.

All things considered, DMI has been recognized as an institution of educational innovation in Maharashtra and beyond due to its relentless dedication for excellence and commitment to holistic education. As it continues to shape the future of education and contribute to societal advancement, DMI remains steadfast in its mission to empower individuals and foster a culture of learning and innovation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**
	
	    Answer before DVV Verification :
	    Answer After DVV Verification :16
	   Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.

1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*
	
	    Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
	    Answer After DVV Verification: C. Feedback collected and analysed
	    Remark : DVV has made neecssary changes

2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*
	
	    2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**
	    Answer before DVV Verification:

Answer before DVV Verification (2.1.2.1):

2022-23	2021-22	2020-21	2019-20	2018-19
64	64	64	81	64

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
62	58	58	65	48

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
64	64	64	81	64

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
87	87	87	87	75

	Remark : DVV has made necessary changes
2.4.1	**Percentage of full-time teachers against sanctioned posts during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	18	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	23	23	23	20

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.35	0.30	0.40	0.26	0.21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	11	07	03	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	04	01	01	00

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have considered Research Methodology, Intellectual Property Rights (IPR) & entrepreneurship programs

3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---| | 20 | 15 | 8 | 6 | 12 | Answer After DVV Verification : | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | |---|---|---|---|---| | 31 | 1 | 12 | 9 | 5 | Remark : DVV has made changes as per prescribed format shared by HEI and values have been modified based on calendar year (JAN-DEC)

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	04	01	01	00

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have considered Research Methodology, Intellectual Property Rights (IPR) & entrepreneurship programs

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	15	8	6	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	1	12	9	5

Remark : DVV has made changes as per prescribed format shared by HEI and values have been modified based on calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
09	02	00	00	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	00	03	00

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded non ISBN Publication and has followed calendar year (JAN-DEC)

3.5.1 *Number of functional MoUs/linkages with institutions/ industries in India and abroad for*

	internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.
	
	    Answer before DVV Verification :
	    Answer After DVV Verification :1
	Remark : DVV has made necessary changes

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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68.1	69.2	62.9	75.4	23.5 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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22.18	42.24	29.38	34.59	20.49	 Remark : DVV has made necessary changes
4.3.2	**Student – Computer ratio (Data for the latest completed academic year)** 4.3.2.1. **Number of computers available for students usage during the latest completed academic year:** Answer before DVV Verification : 177 Answer after DVV Verification: 150 Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have received invoice of 150 computers.

5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*
	
	    1. **Implementation of guidelines of statutory/regulatory bodies**
	    2. **Organisation wide awareness and undertakings on policies with zero tolerance**
	    3. **Mechanisms for submission of online/offline students' grievances**
	    4. **Timely redressal of the grievances through appropriate committees**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: B. 3 of the above
	Remark : DVV has made necessary changes

5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at**

University / state/ national / international level (award for a team event should be counted as one) during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	1	1	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	0	1

Remark : DVV has made changes as per supportings shared by HEI and values have been downgraded as we have excluded inter college award

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	17	0	15	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	2	1

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as events under same date has been counted as one

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	08	07	10	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	1	3	1

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded financial support less than Rs.2000

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	13	8	20	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	0	2	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26

Remark : DVV has made necessary changes

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 26 Answer after DVV Verification : 25
1.2	**Number of teaching staff / full time teachers year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	16	20	21

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	12	19	20

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
127.71	106.22	64.30	66.01	106.42

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
109.54	83.05	63.25	61.91	83.11