B. Profile of the Autonomous College

1. Name and address of the College:

Name: Pioneer Institute of Professional Studies, Indore

Address: Mahalaxmi Nagar, Opp. Bombay Hospital, Ring Road, Indore

City: Indore State: M.P.

Website: www.pioneerinstitute.net

2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	CA Dr. P. K. Jain	O: 0731-2570645 R:	094253-22230	0731-2550866	pramodkrjain@gmail.com
Vice Principal	NA	O: R:	NA	NA	NA
Steering Committee Coordinator	Dr. Mona Tawar	O: 0731-2570645 R:	09685475921	0731-2550866	mona.singh3793@gmail.com

3. Status of the Autonomous College by management.

i. Government
ii. Private √
iii. Constituent College of the University

4. Name of University to which the College is Affiliated Devi Ahilya Vishwa Vidhyalaya (DAVV), Indore

(Refer **Annexure-1** for copy of DAVV Permanent Affiliation letter)

5. a. Date of establishment, prior to the grant of 'Autonomy' (11/03/1996)
b. Date of grant of 'Autonomy' to the College by UGC: (01/06/2009)
(Refer **Annexure-2** for copy of letter from DAVV and UGC for conferment of Autonomy)

6. Type of institution:

a. By Gender

i. For Men	
ii. For Women	
iii. Co-education	√

b. **By shift**

i. Regular	√
ii. Day	

iii. Evening

c. Source of funding

i. Government	
i. Grant-in-aid	
ii. Self-financing	√
iii. Any other (Please specify)	

7. Is it a recognized minority institution?

Yes	√
No	

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

Religious

(Refer **Annexure-3** for copy of letter issued by Minority Department)

8. a. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	04/04/2008	
ii. 12 (B)	27/09/2010 22/06/2012	Subsequent Amendment

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

(Refer **Annexure-4** for copy of letter from UGC for recognition u/s 2 (f) and 12 (B) of the UGC Act)

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

Under Section/clause	Day, Month and Year (dd-mm-yy)	Validity	Programme/ institution	Remarks
F.No. Central/1-1355991532/2013/EOA	19/03/2013	2013-14	MBA/Pioneer Institute of Professional Studies, Indore	Extension of Approval by AICTE
F.No. Central/1-1355767152/2013/EOA	19/03/2013	2013-14	MCA/Pioneer Institute of Professional Studies, Indore	Extension of Approval by AICTE
F.No. Central/1-1356124499/2013/EOA	19/03/2013	2013-14	PGDM /Pioneer Institute of Professional Studies, Indore	Extension of Approval by AICTE
F.No. Central/1-1355767152/2013/LOA-Dual	08/04/2013	2013-14	MCA/Pioneer Institute of Professional Studies, Indore	Letter of Approval by AICTE

(Enclose the Certificate of recognition/approval)

(Refer **Annexure-5** for copy of letter from AICTE for MBA, MCA, PGDM and MCA Dual Degree Courses)

9. Has the College been recognized

a. By UGC as a 'College with Potential for Excellence'(CPE)?

Yes [ ] No [√]

If yes, date of recognition: …… (dd/mm/yyyy)

b. For its contributions/performance by any other governmental agency?

Yes [ ] No [√]

If yes, Name of the agency …… and
Date of recognition: …… (dd/mm/yyyy)

10. Location of the campus and area:

Location *	URBAN
Campus area in sq. mts or acres	Over 2.91 acres of land
Built up area in sq. mts.	11776.35

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Does the College have the following facilities on the campus (Tick the available facility)? In case the College has an agreement with other agencies in using such facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex √
- Sports facilities
  - play ground√
  - swimming pool
  - gymnasium
- Hostel
  - Boys' hostels
  - Girls' hostels √
- Residential facilities
  - for teaching staff
  - for non-teaching staff √
- Cafeteria √
- Health centre –
  - First aid facility √
  - Inpatient facility
  - Outpatient facility
  - ambulance facility
  - emergency care facility
- Medical Facility

  Medical Tie-Ups....
  - Bombay Hospital
  - KIBS Hospital

        - Raj Shree Hospital
        - Rajas Eye Hospital

- Health centre staff –
    - Qualified doctor Full time Part-time √
    - Qualified Nurse Full time Part-time
- Other facilities (All below mentioned are available within vicinity of 1 K.m.)
    - Bank
    - ATM
    - post office
    - book shops
- Banking Facility

  Banking Tie-Ups....
    - Bank of India
    - Punjab National Bank
    - State Bank of India
- Transport facilities: Institute has free transport facility from Bombay Hospital to Institute for the students and as well as staff.
    - for students : √
    - for staff: √
- Power house √
- Waste management facility √

12. Details of programmes offered by the institution: (Give data for current academic year)

SN	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student intake	No. of students admitted
1	UG	BBA	3 Years	XII Pass	English	120	48
		BCA	3 Years	XII Pass(with Mathematics as a subject)	English	60	10
		B. Com (Plain)	3 Years	XII Pass	English/Hindi	Note-1	28
		B. Com. (Comp. Application)	3 Years	XII Pass	English/Hindi	Note-1	37
		B.Sc. (Computer Science)	3 Years	XII Pass(with Mathematics as a subject)	English/Hindi	60	17
2	PG	MBA (FT)	2 Years	Graduate in any stream	English	300	72
		MCA	3 Years	Graduate (with Mathematics as core subject)	English	Note-2	01
3	Integrated Masters	MCA	5 Years	XII Pass(with Mathematics as a subject)	English	Note-3	Nil
4	M.Phil.	NA	NA	NA	NA	NA	NA
5	Ph.D.	Ph.D. in Management	-	Post-Graduate; UGC & DAVV Regulations	-	-	04
6	Integrated Ph.D.	NA	NA	NA	NA	NA	NA
7	Certificate	NA	NA	NA	NA	NA	NA
8	Diploma	NA	NA	NA	NA	NA	NA
9	PG Diploma	PGDM	2 Years	Graduate in Any Stream	English	Note-4	Nil
10	Any other (please Specify)	NA	NA	NA	NA	NA	NA

Note-1: Intake not specified.
Note-2: Only carry forward students (ATKT) are continued. No new admissions since last more three years.
Note-3: Not yet started in the absence of students.
Note-4: Since last three years no student admitted.

13. Does the institution offer self-financed Programmes?

Yes [√] No [ ]

If yes, how many? All program are offered self-financed

14. Whether new programmes have been introduced during the last five years?

Yes	√	No	

If yes

Number	3

15. List the departments: (Do not list facilities like library, Physical Education as departments unless these are teaching departments and offer programmes to students)

Particulars	Number	Number of Students
Science		
Under Graduate	1	31
Post Graduate	-	-
Research centre(s)	-	-
Arts		
Under Graduate	-	
Post Graduate	-	NA
Research centre(s)	-	
Commerce		
Under Graduate	2	165
Post Graduate	-	-
Research centre(s)	-	-
Any Other (please specify): **Management**		
Under Graduate	1	111
Post Graduate	2	223
Research centre(s)	1	27
Computer Science		
Under Graduate	1	26
Post Graduate	1	2
Research centre(s)	-	-

16. Are there any UG and/or PG programmes offered by the College, which are not covered under Autonomous status of UGC? Give details.

MCA (Regular), MCA (Integrated) – These two programs are affiliated with RGPV and are not under Autonomous Status of UGC.

17. Number of Programmes offered under (Programme means a degree course like BA, MA, BSc, M Sc, BCom etc.)

a. annual system	Nil
b. semester system	09
c. trimester system	Nil

18. Number of Programmes with

a. Choice Based Credit System — Nil

b. Inter/multidisciplinary approach — 01

c. Any other (specify) — Nil

19. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component — Rs. 70,749/-

(b) excluding the salary component — Rs. 39,195/-

20. Does the College have a department of Teacher Education offering NCTE recognized degree programmes in Education?

Yes [ ] No [√]

If yes,

a. How many years of standing does the department have?
…… years

b. NCTE recognition details (if applicable)
Notification No.: ……
Date: …… (dd/mm/yyyy)

c. Is the department opting for assessment and accreditation separately?
Yes [ ] No [ ]

21. Does the College have a teaching department of Physical Education offering NCTE recognized degree programmes in Physical Education?

Yes [ ] No [√]

If yes,

a. How many years of standing does the department have?
…… years

b. NCTE recognition details (if applicable)
Notification No.: ……
Date: …… (dd/mm/yyyy)

c. Is the department opting for assessment and accreditation separately?
Yes [ ] No [ ]

22. Whether the College is offering professional programme?

Yes [√] No [ ]

If yes, please enclose approval / recognition details issued by the statutory body governing the programme. (Refer **Annexure – 5** for the approval / recognition details issued by AICTE)

23. Has the College been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.

The college has been reviewed by DAVV regularly. However, DAVV has not provided any report to the college for the same. Further, at the time of obtaining autonomy the college was inspected by DAVV and UGC nominee as appointed by UGC. Report for the visit has not been provided to the Institute. Further, the accreditation agencies such as NBA, NAAC and ISO has also visited the Institute and inspected on quality parameters. College has been provided reports by NBA and NAAC.

24. Number of teaching and non-teaching positions in the College

Positions	**Teaching faculty**						**Non- teaching staff**		**Technical staff**	
	Professor		Associate Professor		Assistant Professor					
	*M	***F**	***M**	***F**	***M**	***F**	***M**	***F**	***M**	***F**
Sanctioned by the UGC / University / State Government										
Recruited	00	00	00	00	00	00	00	00	00	00
Yet to recruit	00	00	00	00	00	00	00	00	00	00
Sanctioned by the Management/Society or other authorized bodies										
Recruited	03	02	02	02	36	40	13	05	03	00
Yet to recruit	00	00	00	00	00	00	00	00	00	00

***M-Male *F-Female**

25. Qualifications of the teaching staff

Highest qualification	**Professor**		**Associate Professor**		**Assistant Professor**		**Total**
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	00	00	00	00	00	00	00
Ph.D.	03	02	01	00	00	00	06
M.Phil.	00	00	00	00	00	00	00
PG	00	00	01	02	32	34	69
Temporary/Visiting teachers							
Ph.D.	00	00	00	00	00	00	00
M.Phil.	00	00	00	00	00	00	00
PG	00	00	00	00	04	06	10
Part-time teachers							
Ph.D.	00	00	00	00	00	00	00
M.Phil.	00	00	00	00	00	00	00
PG	00	00	00	00	00	00	00

26. Number of Visiting Faculty/ Guest Faculty engaged by the College. 10

27. Students enrolled in the College during the current academic year, with the following details:

Students	UG		PG		Integrated Masters		M.Phil.		Ph.D.		Integrated Ph.D.		D.Litt./ D.Sc.		Certificate		Diploma		PG Diploma	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
From the state where the College is located	88	52	60	12	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0
From other states of India	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NRI students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Foreign students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	88	52	60	12	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0

*M-Male F-Female

28. Dropout rate in UG and PG (average for the last two batches)

UG 10 PG 3

29. Number of working days during the last academic year. 245

30. Number of teaching days during the last academic year 185

31. Is the College registered as a study centre for offering distance education programmes for any University? Yes ☐ **No** √

If yes, provide the

d. Name of the University

e. Is it recognized by the Distance Education Council?
Yes ☐ No ☐

f. Indicate the number of programmes offered.

32. Provide Teacher-student ratio for each of the programme/course offered

SN	Name of the Programme/ Course	Duration	Teacher – Student Ratio
1	BBA	3 Years	1:18
2	BCA	3 Years	1:18
3	B. Com (Plain)	3 Years	1:18
4	B. Com. (Comp. Application)	3 Years	1:18
5	B.Sc. (Computer Science)	3 Years	1:18
6	MBA (FT)	2 Years	1:15
7	MCA	3 Years	NA
8	MCA (Integrated)	5 Years	NA
9	Ph.D. in Management	-	NA
10	PGDM	2 Years	NA

33. Is the College applying for?

Accreditation : Cycle 1 ☐ Cycle 2 ☑ Cycle 3 ☐ Cycle 4 ☐

Re-Assessment: ☐

34. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: **15/06/2009** (dd/mm/yyyy) Accreditation outcome/results **Ranked as B+**

Cycle 2: …… (dd/mm/yyyy) Accreditation outcome/results

Cycle 3: …… (dd/mm/yyyy) Accreditation outcome/results

* Kindly enclose copy of accreditation certificate(s) and peer team report(s)

Cycle 1 refers to first accreditation; Cycle 2 and beyond refers to reaccreditation

(Enclosed **Annexure – 6** as copy of accreditation certificate from NAAC with peer team reports)

35. a. Date of establishment of Internal Quality Assurance Cell (IQAC)

01/07/2009 (dd/mm/yyyy)

b. Dates of submission of Annual Quality Assurance Reports (AQARs).

(i) AQAR for year 2009-10 on 29/11/2013

(ii) AQAR for year 2010-11 on 29/11/2013

(iii) AQAR for year 2011-12 on 19/07/2013

(iv) AQAR for year 2012-13 on 23/08/2013

36. Any other relevant data, the College would like to include. (Not exceeding one page)

C. Criteria-Wise Inputs

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Design and Development

1.1.1 How are the institutional vision / mission reflected in the academic programs of the College?

Vision

"To establish ourselves as one of the biggest learning solution organizations of the country by offering educational services of the highest quality matched by none. The focus is not just on academics but also on personality enrichment to enable future leaders to take shape."

To ensure the biggest learning solution organization, the Institute ensures to develop students to face the changes and challenges of competitive world and to succeed in their professional life through teaching methods i.e. group discussion, case study analysis, role plays, project work, quiz, panel discussions, viva-voce, presentation in an interactive and participative environment coupled with monitoring and follow-up for regular studies. Apart from this, the focus is to attract, maintain and nurture outstanding faculty members.

Following are adopted in academic programs of the college which reflects our Vision of the Institute:-

1. PROJECT WORK: Major emphasis is being given to the project work in all the courses, which includes, Minor Projects, Major Projects, and Summer Trainings etc. The Institute also encourages its students to go for on-the-job as well as off-the-job trainings. The students are exposed to industrial environment while they go for the Industrial Visits. Students are sometimes involved in the special projects sponsored by various funding agencies/ bodies/organizations.

2. EXPERIENCE SHARING SESSIONS: The institute organizes experience sharing sessions on regular basis where we invite eminent Industrialists/Professional/Corporate to disseminate their invaluable knowledge and experience.

3. SPECIAL LECTURE SERIES: Institute regularly organizes the special lectures of the eminent personalities of National and international repute who are specialized in their areas. They are given the exposure to the practical experiences shared by the guests.

4. SUMMER INTERNSHIP PROGRAM: The key purpose of SIP is to make the students learn the intricacies of the various subjects; choose which specialized field of his industry suits him well and choose it as his career field. The main aim Confidence, Knowledge, Learning Attitude, Positive Attitude, Energy, Eagerness, Hardworking Attitude, Faith over self, learning Valuable new skills; getting the practical experience that employers want to see on prospects resume; to explore in his/her field of interest before "officially" entering it; getting Practical Exposure; understand Organizational Culture and Working Styles; earning the benefits of academic credit, hands-on experience, networking opportunities and having the Best chance for Industry interface

5. INDUSTRIAL VISITS: The Institute has close association with the industry. At regular intervals, we invite key persons form the industry to share their valuable knowledge and experiences with the students and faculty members. The faculty members of the Institute also write the cases on the basis the real industrial problems. The students go for the industrial visits and summer trainings. Major research projects as well as Ph. D. work is also carried out on the managerial aspects of the industries**.**

6. CO CURRICULAR ACTIVITIES (CCA): CCA was introduced as part of personality enrichment vision of the Institute. The CCA was introduced in academic programs with the following objectives:

- To increase students' practical knowledge and improve communication skills, presentation Skills- being requirements of the industry
- To orient students towards more practical approach with a view to enhance quality of learning
- Overall development of the students
- To increase the usage of Library by students
- To develop commercial acumen
- To help students develop skills and attributes necessary for successful transition in to professional life
- To Develop a curriculum that will make students more competitive in handling the processes of Campus Selections
- Basics of Personality Development
- Confidence Building Exercise and Games
- Presentation and Oratory Skills
- Observation Skills
- How to make a Long Lasting Impression?

The following CCA are carried out during the two years MBA Program:-

1. Develop a Business Plan
2. Paper Article Presentation
3. English Class, GD & PI
4. Decision Making for Purchasing a Product
5. Critical Analysis of a Product
6. Market Survey Report of a Product
7. Business File
8. Summer Training Project Presentation
9. CMA Data & Term Loan Appraisal
10. SWOT Analysis of a Company
11. Research Paper
12. Case Formulation & Analysis
13. Case Solving

7. EXTRA CURRICULAR ACTIVITIES (SPORTS DAY): Pioneer students have facility of indoor as well as outdoor games such as Table tennis, Carom, Chess, Badminton, Volleyball, Basketball, Football, and Cricket. Institute has a ground for other activities also. Institute regularly hosts state level competitions at the ground. There are several sports events and matches which are played by all students of the Institute. Every year Institute organizes Sports day which includes all type of sports and is organized for all students.

8. EXTRA CURRICULAR ACTIVITIES (UDBHAV): The Vision of the Institute is not just academics but also to bring the overall development in the student. As part of the same, the Institute organizes the annual function UDBHAV every year in which the students actively participates in various activities such Singing, Dancing, Drama, Debate, Elocution, Mimicry, Skit, Stress Buster and Cultural Program including Fashion Shows. Many activities are held during the function which involves dance competition, singing competition, face painting, Skit etc.

Mission

"To professionalize Indian management through teaching, research, training and Institution building to achieve dynamic and challenging positions."

Vision and mission is communicated to the students, teachers, staff and other stake holders through institute's e-newsletters, posters at various important places such as library, computer lab, lobby, administrative area computer lab, notice board, etc.

Vision, mission and objectives of the Institute are discussed with faculty & staff members during faculty and staff meetings.

Teaching Pedagogy & Learning Methods: For enhancing the teaching pedagogy and improvising the learning methodology, the Institute persistently strives for technological up gradation.

Teaching Pedagogy:

- Lecture
- Case Studies
- Role Play
- On-the-Job Training (SIP and Industrial Visits)
- Experiencing Real Situation
- Experimental Learning
- Seminars
- Simulation and Games
- Action Learning

Teaching Technology:

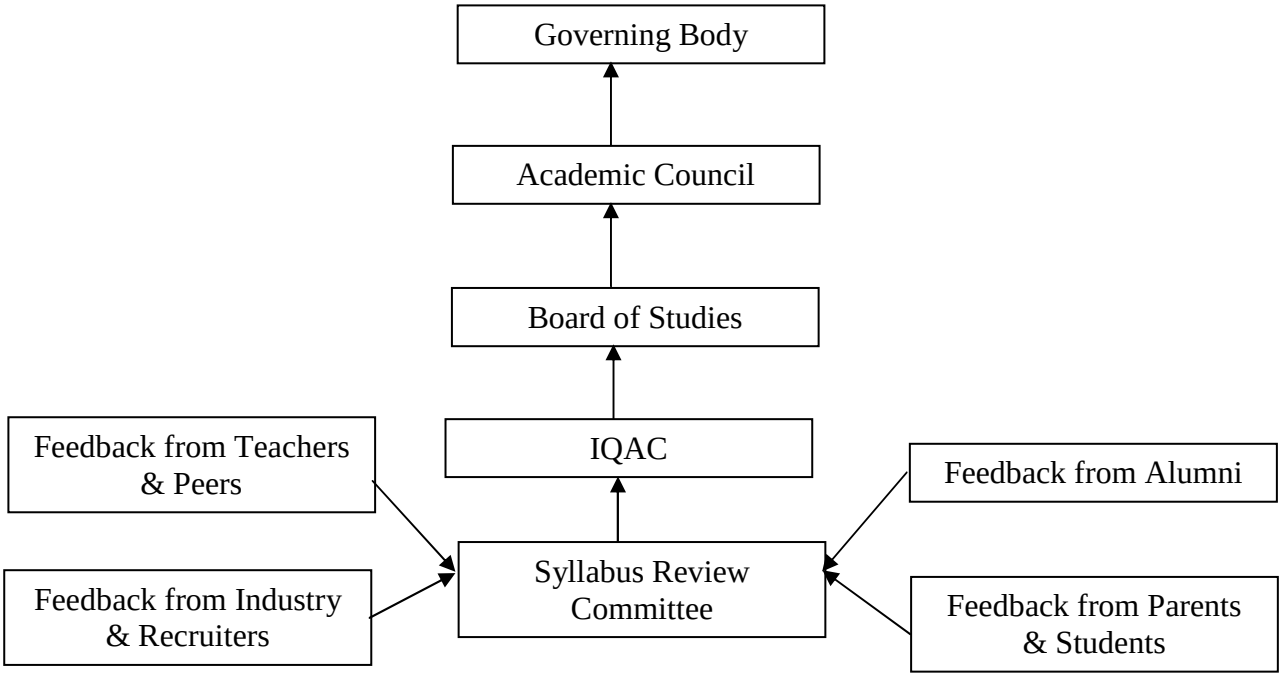
- Internet
- LCD Projectors
- E-Library, Books, & Journals

1.1.2 Describe the mechanism used in the design and development of the curriculum? Give details on the process. (Need Assessment, Feedback, etc)

1. Review of Curriculum:
    a. On periodic basis the syllabus review committee conducts a review of existing syllabus in consultation with the faculty members. (Feedback from faculty members)
    b. There after a review is taken from various subject experts of other Institutes and Universities.
    c. Feedback is taken from Alumni and Recruiters about the same.
2. Need Identification:
    a. Need Identification can arise from industry requirements / regulatory changes / changes in demand of the program.
    b. On the basis of feedback collected from various stack holders the review committee decides upon the update and corrections that are required in the existing curriculum. This is adopted in improving / changing the existing program.

3. Inviting Ideas & Discussions:
    a. Suggestions are invited from Panel of Subject Experts for designing the new curriculum.
    b. On the basis of various proposals the committee drafts a final curriculum for the program.
    c. The discussions on the changes / introducing or developing new program takes place in IQAC.
4. Approval by BOS and Academic Council:
    a. The finally IQAC placed all changes / recommendations / suggestions before the concerned Board of Studies for their approval and suggestions.
    b. The approved proposal with corrections (if any) is placed before the Academic Council for final acceptance.
    c. The recommendations / suggestions / changes are placed before the concerned Board of Studies for review (if any) else the recommendations are placed before Governing Body for its final approval and implementation.

Process Flow



1.1.3 How does the College involve industry, research bodies, and civil society in the curriculum design and development process? How did the College benefit through the involvement of the stakeholders?

The Institute organizes Conferences, Workshops Seminars related to the issues and challenges in higher education and professional education, where Industry experts, Directors and HODs of various institutes, Academicians, Research Scholars, Students and Alumni and parents are invited. At this platform, the institute has tried to address the crucial and significant issues related to the design and development of the courses with respect to the industry requirement**.**

Industries/ Employers: Time-to-time, we invite professionals having expertise in various fields, such as Marketing, HR, Finance, Production, IT, Operations, Sales etc. to share their views and experiences with the students.

The experts also interact with the faculty members and educate them about the industry requirements and the prevailing trends about the existing scenario. Experts from Industry are members of Board of Studies and Academic Council of the Institute and their opinion and suggestions are considered while framing the syllabus / curriculum.

Research Bodies: The Institute is Research Centre for DAVV. Thus many prominent Research Guides are associated with the Institute and are also a significant part of our R&D Cell. At the time of design and development of curriculum these members are also taken into consultation.

Alumni: The Institute has a strong alumni base of around 1000 alumni. We organize alumni meet once in a year. The alumni share their learning and experience of the industry and they guide and motivate to the existing students. Representative from Alumni are members of Board of Studies and Academic Council of the Institute and their opinion and suggestions are considered while framing the syllabus / curriculum.

Stake holders/Parents: Feedback of the parents is also taken once in a year about the facilities and services offered by the Institute. There valuable suggestions are also considered in the Board Meetings for further improvements.

Academic Peers: Feedback from the academic peer is taken in the formal as well as informal discussions. The suggestions are accepted and action is taken for the improvements by placing the same in Board Meetings.

1.1.4 How are the following aspects ensured through curriculum design and development?

∗ **Employability:** Employability is major concern during the design and development of curriculum. We ensure the employability of the student through adding the latest subjects, practical aspect of the subject knowledge, skill development activities and personality enrichment through Co-curricular activities. Interview Preparation through Group Discussion and Mock Interviews. To ensure the execution of these activities, they are made a part of the Curriculum, with regular subject classes and also marks weightage is allotted for the same.

∗ **Innovation:** Institute makes changes in the subjects and their syllabus with respect to the current changes in the industry. Institute promotes other innovative concepts and activities such as:

- One page addendum
- Brand File
- Business File
- Business Plan
- Minor Research Project

- Research Paper
- Village Visit
- Social Cell Activities
- Field Work
- 50 Rs Activity (Kick starting the Entrepreneur Campus)

Above activities are made part of curricular activities and are also parts of the Academic Program & Curriculum.

∗ **Research:** To inhabit the research in the students, the Institute gives a proportion of marks to research activities. Institute has introduced the concept of Minor Research Project for MBA program to acquaint student with the application of subject Research Methodology, also Field work, survey study through introduction of Village Visit is introduced as to understand the market survey, data collection. To illustrate the weight of Research in Academic Program, MBA Program carries approximately 17% weight for Research in the overall curriculum. Similar weight is given in other program also.

1.1.5 How does College ensure that the curriculum developed, address the needs of the society and have relevance to the regional / national developmental needs?

Curriculum development is focused on two directions; one is to produce true professionals to cater the need of the industry and second is to produce the personnel with high character and good values, which is also a part of the Quality Policy of the Institute. The curriculum developed is such that it caters to the local and national needs. This is ensured on the basis of regular feedbacks taken from various stake holders. The Institute is also promoting the Entrepreneurship skills in the students as the Institute has independent and fully functional ED Cell established with support of AICTE.

1.1.6 To what extent does the College use the guidelines of the regulatory bodies for developing or restructuring the curricula? Has the College been instrumental in leading any curricular reform which has created a national impact?

The detailed process flow for curriculum development has been illustrated by means of flow chart in the Point Number 1.1.2. While designing the curriculum and syllabus the guidelines of the regulatory bodies such as UGC, AICTE, DAVV, RGPV, Higher Education Department, etc and various accreditation bodies such as NAAC, NBA etc. are considered. These guidelines are kept in mind before placing and approving the course structure, design and content before the Board of Studies and Academic Council. Institute has adopted various innovative curricular reforms which have potential to impact on national level. To illustrate the same, Institute has done following major reforms in curriculum:-

a) Introduction of 60:40 External: Internal Ratio (The same had been subsequently followed by AICTE in MAM Course design on National Level)
b) Introduction of dual specialization in MBA Program
c) Introduction of Minor Research Projects, Field Work, Research Papers, Village Visits, Co-Curricular Activities round the course in all semesters, etc. as part of the Curriculum.
d) The Institute organized Panel Discussion on its 13th National Conference on “Mapping for Excellence: Challenges Ahead (Quality Management in Higher Education)” held on February 16, 2012 at Auditorium, Pioneer Institute of Professional Studies, Mahalaxmi Nagar, Indore. A research paper was developed & submitted in NBA-WOSA World Summit 2012 titled “Critical Analysis of Current Education System Problems and Role of Accreditation Bodies” as an outcome of the conference. The research paper was selected for poster presentation at the NBA-WOSA World Summit 2012.

1.2 Academic Flexibility

1.2.1 Give details on the following provisions with reference to academic flexibility

a. Core / Elective options

The Institute provides sufficient choices to the students in the curriculum to maintain the academic flexibility. Details are as under:

SN	Name of Program	Elective Options
1.	MBA Program	• Finance • Marketing • Human Resource • IT • Production
2.	BBA Program	• Finance • Marketing • Human Resource • IT • Production • Insurance & Banking • Hospitality & Tourism • Retail Management
3.	PGDM	• Finance • Marketing • Human Resource • IT • Logistics & Supply Chain • Retail • Financial Services • Health Care • Insurance & Banking • Pharmaceutical • Hospitality & Tourism • Agri Business • Advertising and Mass Communication • International Business

b. Enrichment courses: We offer great ways to learn a new skill and gain useful experience through our Co-Curricular Activities (CCA), which provide environment to develop skills and attributes necessary for successful transition in to professional life.

Co-Curricular Activities (CCA): Teaching beyond syllabus for Increasing Employability & Entrepreneurship.

(Refer **Annexure – 7** for details related to Co-Curricular Activities (CCA))

c. Courses offered in modular form

All the courses run by the Institute are in modular form having approved syllabus, unit wise course content that are well defined. All courses offered by Institute are based on semester system.

d. Credit transfer and accumulation facility

The various programs offered by the Institute has provision for carrying / accumulating maximum of four subjects as ATKT.

e. Lateral and vertical mobility within and across programmes and courses

In case of MCA Program, Lateral entry is permitted for the students who have done B.Sc. (IT), BCA, B.Sc. (Computer Science) in graduation. This enables students to get admission directly in second year of MCA Program.

1.2.2 Have any courses been developed specially targeting international students? If so, how successful have they been? If 'no', explain the impediments.

No. Till date no courses have been developed specially targeting international students.

Impediments:-

1. MOU and Tie Up related issues
2. Regulatory Body restrictions & Other Legal restrictions
3. Restrictions with respect to equivalence of subject and validation of degree
4. No demand for such courses

1.2.3 Does the College offer dual degree and twinning programmes? If yes, give details.

Yes, the Institute offers Dual Degree Program naming MCA (Integrated) affiliated with RGPV and approved by AICTE. This program is integrated program and admission can be obtained after 12th class. The program tenure is 5 years. No Twinning Programs are being offered by Institute.

MAM course which is also a dual degree / integrated course has been approved by AICTE. However, the DAVV Affiliation is under process as the University has not prepared the ordinance for the same. Therefore pending approval of DAVV, the Institute has not started the course till now.

1.2.4 Does the College offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

All programs offered by the Institute are self-financed programs. The Institute is private self-financed (non-aided). The policies regarding admission, teacher qualification and salary are followed as per the Government Rules & Regulations. The fee structure for MBA and MCA program are fixed by State Government body "Admission & Fee Regulatory Committee (AFRC)" and the same has been followed. For UG courses and PGDM, the fee structure is fixed by the Institute.

The details of fee structure have been given as under:-

S. No	Name of the Programme/ Course	Duration	Fee Structure (Tuition Fee) (Per year)
1	BBA	3 Years	30,000
2	BCA	3 Years	25,000
3	B. Com (Plain)	3 Years	8,000
4	B. Com. (Comp. Application)	3 Years	12,000
5	B.Sc. (Computer Science)	3 Years	12,000
6	MBA (FT)	2 Years	55,000
7	MCA	3 Years	45,600
8	MCA (Integrated)	5 Years	45,600
9	Ph.D. in Management	-	NA
10	PGDM	2 Years	55,000

1.2.5 Has the College adopted the Choice Based Credit System (CBCS)? If yes, how many programmes are covered under the system?
No.

1.2.6 What percentage of programmes offered by the College follows:

* Annual system 0%
* Semester system 100%
* Trimester system 0%

1.2.7 What is the policy of the College to promote inter-disciplinary programmes? Name the programmes and what is the outcome?
There are several programs which have bearing on one or more disciplines. The Institute runs MCA program which has inter-discipline link with BCA program. Further MCA program also has lateral entry provision for BCA and other IT graduate students. The Institute is also planning to develop new courses to promote inter-discipline; however, the Institute is facing a major impediment of regulatory consent and guidelines.

1.3 Curriculum Enrichment
1.3.1 How often is the curriculum of the College reviewed for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?
The detailed process flow for curriculum development has been illustrated by means of flow chart in the Point Number 1.1.2. The curriculum of the Institute is reviewed on need basis by the Syllabus Review Committee. The committee considers the Feedback received from various stakeholders such as Faculty Members, Students, Alumni, Industry Experts, Parents and other subject experts. Involvement of various stake holders such as industry, parents, students, etc ensures that the curriculum is socially relevant and job oriented. These stake holders are also involved as representatives / nominees in various Board of Studies and Academic Council. On the basis of their feedback, the committees propose changes to the Board of Studies, Academic Council and Governing Body for the necessary approvals.

Curriculum development is focused on two directions; one is to produce true professionals to cater the need of the industry and second is to produce the personals with high character and good

values, which is also a part of the Quality Policy of the Institute. The curriculum developed is such that it caters to the local and national needs.

Employability: Employability is major concern during the design and development of curriculum. We ensure the employability of the student through adding the latest subjects, practical aspect of the subject knowledge, skill development activities and personality enrichment through Co-curricular activities. Interview Preparation through Group Discussion and Mock Interviews. To ensure the execution of these activities, they are made a part of the Curriculum, with regular subject classes and also marks weightage is allotted for the same.

Innovation: Institute makes changes in the subjects and their syllabus with respect to the current changes in the industry.
Institute promotes other innovative concepts and activities such as:-

1. One page addendum
2. Brand File
3. Business File
4. Business Plan
5. Minor Research Project
6. Research Paper
7. Field Work
8. 50 Rs Activity (Kick starting the Entrepreneur Campus)
9. Personal Assessment File (for each student)

Above activities are made part of curricular activities.

Research: To inhabit the research in the students, Institute gives a proportion of marks to research activities. Institute has introduced the concept of Minor Research Project for MBA program to acquaint student with the application of subject Research Methodology, also Field work is introduced as to understand the market survey, data collection.

Feedback: Curriculum development involves various feedback from the following stake holders:-

1. Feedback from the Students
2. Feedback from the Internal Faculty Members
3. Feedback from the Subject Experts/Peer Group
4. Feedback from the Industry people/ Recruiters/Employers
5. Feedback from the parents
6. Feedback from the Alumni

(Refer **Annexure – 8** for Innovative aspects and experiments introduced by the college since obtaining autonomy and changes done in syllabus and curriculum)

1.3.2 How many new programmes at have been introduced UG and PG level during the last four years? Mention details.

- **Inter-disciplinary**
  - B.Com (Computer Applications)
  - B.Sc. (Computer Science)
- **programmes in emerging areas**
  - PGDM (Full Time)

1.3.3 What are the strategies adopted for revision of the existing programmes? What percentage of courses underwent a major syllabus revision?

The detailed process flow for curriculum development has been illustrated by means of flow chart in the Point Number 1.1.2. The college has adopted a policy of yearly review of the programs. For

this, a Syllabus Review Committee has been formed, which reviews the various programs of the Institute on regular basis. The reviewing the program is done on the following basis:

- Feedback from the Students
- Feedback from the Internal Faculty Members
- Feedback from the Subject Experts/Peer Group
- Feedback from the Industry people/ Recruiters/Employers
- Feedback from the parents
- Feedback from the Alumni

Along with this, the prevailing trend in the respective area (research and innovation) is also taken into consideration.
(Refer **Annexure – 8** for Innovative aspects and experiments introduced by the college since obtaining autonomy and changes done in syllabus and curriculum)

1.3.4 What are the value-added courses offered by the College and how does the College ensure that all students have access to them?
The Institute offers value-added courses on time to time. These courses are meant for the overall development of the student. Various external experts are invited for these courses. Value added courses include the Co-Curricular Activities (CCA) introduced in MBA Program. The same is part of academic program and is compulsory for all students. Further, participation in conference, seminars, industry visits, Summer Training, guest lectures are part of academic program and carries weight in the curriculum. This ensures participation and access to the students on compulsory basis.

1.3.5 Has the College introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?
Skill Development is prime focus of the Institute. The Institute has applied to UGC for various skill development / vocational courses. Further, to improve skills of the students Institute has independent ED Cell which is fully functional and has strong focus on skill development. As part of ED Cell, Institute has organized several Skill Development Programs to the students. Institute also organizes on regular basis dining etiquettes, GDs, English improvement classes, mock PI sessions, etc.

1.4 Feedback System
1.4.1 Does the College have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?
The Institute regularly collects the feedback from the students about the course in both formal and informal way. As a formal method, the Institute has designed "Feedback Format" to be filled by students at different stages and time during the tenure of the program. This form consists of questions which cover curriculum, syllabus and other teaching parameters during the course. It addresses issues such as relevance of the knowledge, practical aspect of the subject, other teaching parameters, etc.

The feedback collected from the students is used at various decision making stages. This feedback of students is taken into account while the review is done for the syllabus. Also the concern faculty members are discussed about their feedbacks and suggested for improvement if required.

1.4.2 Does the College elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods adopted to do the same - (conducting webinar, workshop, online forum discussion etc.). Give details of the impact on such feedback.
Yes, the Institute elicits feedback on curriculum from the nation level faculty members. It is done

through the conference and feedback format filling. Institute has conducted one day conference on the Higher Education. Institute organized 13th National Conference on 'Mapping for Excellence-Challenges Ahead: Higher Education-Shaping Future Managers', on 16th February 2012. The Institute invited persons with considerable experience in higher education, those who are holding a senior level position-mostly as Directors, Principals, Vice Chancellors and Ex-Vice Chancellors and eminent people from Media. The main agenda for this conference was to address the challenges faced in Higher Education.

As a result of these discussions some valuable feedbacks were received. The same are in process of implementation. Some of them are:-

- The syllabus and examination scheme was updated for various courses.
- One page addendum to the syllabus for making it more practical.
- The Field work for students of undergraduate students.

1.4.3 Specify the mechanism through which alumni, employers, industry experts and community give feedback on curriculum enrichment and the extent to which it is made use of.

The employers and industry experts are approached for their feedback. The Syllabus Review committee time to time sends the feedback format to these people for their feedback and comments on the curriculum and syllabus. If they have any specific suggestions they are discussed with the committee.

For alumni the Institute organizes alumni meet during which a session is kept for their views and suggestion towards the curriculum and syllabus development. They share the real world experiences which helps college in making curriculum more practical and updated. A separate feedback format is filled by the alumni. Parent meeting is also held regularly to take their views in curriculum development. Further, Board of Studies and Academic Council have nominees from alumni and industry to take their views during decision making process of curriculum.

1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring effective development of the curricula?

The institution has done work on the quality of curriculum development. While developing the curriculum following points were included for better quality of curriculum.

- Weightage of internal, external and practical marks designed as per the nature of subject. i.e. in practical subject 20 marks allotted for practical work
- Level of teaching/course being explicitly define for each subject
- Course content designing is done very minutely to include the topics and sub-topics, the level to which teaching is to be done, etc.
- One page addendum to existing syllabus
- Multiple components in Internal Scheme giving more activities for students
- Field work/Project work made compulsory for students
- Research paper development as part of internal activity
- Minor Research Project introduced as part of Research Methodology paper
- Major Research Project was made mandatory for all students
- Case Module was integrated to syllabus as an independent last unit for all subjects
- Revision of the syllabus content on regular basis

Any additional information regarding Curricular Aspects, which the institution would like to include.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the College ensure publicity and transparency in the admission process?

We publicize the admission process through Information Brochure / Prospectus, Leaflets, Institute Website, Advertisement in Regional / National Newspapers, Magazines etc.

Admission process for PG and UG courses are regulated by State Government Rules & Regulations. The same rules and regulations are adhered by the Institute and are also publicized by means of website and brochure.

2.1.2 Explain in detail the process of admission put in place for UG, PG and Ph.D. programmes by the College. Explain the criteria for admission (Ex. (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common test conducted by state agencies and national agencies (v) others followed by the College?

Admission Procedure

A. For Under Graduate Programs:-

BBA, BCA, B.Com. (Plain), B.Com. (Computer Application) and B.Sc. (Computer Science):-

Admissions Rules in UG courses have been changed w.e.f. Academic Year 2012-13 by Higher Education Department, M.P. The Higher Education Department of Madhya Pradesh has made admissions in UG courses online. Candidates willing to apply in UG courses at Institute need to apply by complying with the online procedure for admission as notified by Higher Education Department of Madhya Pradesh.

The candidates who are willing to apply for admissions in UG Programs are required to participate in online counselling conducted by Higher Education Department, M.P. For details regarding the various deadlines and detailed procedure to be complied with students are informed by the Institute to check the website of Higher Education Department of Madhya Pradesh i.e. http://www.highereducation.mp.gov.in/ and also visit the Higher Education Portal: http://mphighereducation.nic.in/

All the admission rules and procedures in UG Programs are governed by the Higher Education Department of Madhya Pradesh and students are requested to read them thoroughly and carefully before applying.

B. For Post Graduate Programs:-

MBA and MCA Program:-

Admissions in MBA (Full Time) & MCA (Regular / Integrated) Program is governed by Directorate of Technical Education (DTE), State Government, Madhya Pradesh and AICTE. The various parameters for admissions in these courses namely entrance test, deciding merits, deciding quota for SC/ST/OBC/Other minority candidates, eligibility conditions, minimum percentage criterion, etc. are all decided by the State Government and the Institute adheres to the same. The process of admissions is completely transparent and State Government ensures the same by conducting the online off campus counselling.

PGDM Program:-

Admission in PGDM is given on the basis of marks obtained in CMAT/MAT/XAT/CAT/Recognized National Level Examination as approved by the decision of Honorable Supreme Court of India. No other process / direct admissions are given by the Institute.

C. For Ph.D. Program:-

Admission in Ph.D. program is governed by UGC Regulations. The DAVV University has framed the Guidelines for Ph.D. program by considering the UGC Regulations. The guidelines contain the

detailed procedure including the entrance test (DET) conducted by DAVV or NET conducted by UGC, course work, etc. The Institute adheres to the same.

2.1.3 Does the College have a mechanism to review its admission process and student profiles annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

No. The admission process for UG courses is governed by the Department of Higher Education, Bhopal (M.P.) and for PG Courses Directorate of Technical Education (DTE) for deciding the process and rules. All courses offered by the Institute are governed by the State Government Rules & Regulations for giving admission to the students. Institute does not have any control to give admissions directly / indirectly. Students are admitted based on the online off campus counselling by the State Government and Institute does not have any control / device to filter / alter / give direct admissions. Therefore, Institute does not have any right / authority / mechanism to review admission process.

2.1.4 What are the strategies adopted to increase / improve access to students belonging to the following categories

- **SC/ST**
- **OBC**
- **Women**
- **Different categories of persons with disabilities**
- **Economically weaker sections**
- **Outstanding achievers in sports and extracurricular activities**

The admission in various courses of the Institute at UG and PG level is governed by the State Government Rules and Regulations. There is separate body named Admission and Fee Regulatory Committee which has been constituted by its own State Legislature / Act. The body along with the Directorate of Technical Education (DTE), Bhopal, Madhya Pradesh frames the Rules & Regulations related to admissions. Further, AICTE also frames rules and regulations related to professional PG level courses such as MBA (E.g. entrance test CMAT for MBA and PGDM Program). Admissions in various UG level courses are governed by the Department of Higher Education, Bhopal. Various parameters such as quota for admissions to SC/ST/OBC/ other categories students are governed by State Government Rules and Regulations. The Institute cannot fix any criterion (neither has any authority to do so) and further cannot take admissions directly for reserved candidates. In case of SC/ST/OBC candidate's scholarship is also provided by the State Government and also the Rules are framed by the State Government. The Institute facilitates students by guiding them by receiving, processing and forwarding there applications; and on final receipt from State Government, disbursement of scholarship to students.

The Institute takes special initiatives such as extra classes / special classes for weak students. The Institute is regularly conducting English classes for students who are weak in English Language.

2.1.5 Furnish the number of students admitted in the College in the last four academic years.

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	12	06	30	11	06	02	07	01
ST	01	02	06	01	00	01	00	00
OBC	51	21	92	30	69	10	113	13
General	84	35	167	78	187	57	145	79
Others								

2.1.6 Has the College conducted any analysis of demand ratio for the various programmes offered by the College? If so, indicate significant trends explaining the reasons for increase / decrease.

Programmes	Number of applications	Number of students admitted	Demand Ratio
UG 1. 2. 3. 4.			
PG 1. 2. 3. 4.			
Integrated Masters 1. 2.			
M.Phil. 1. 2.			
Ph.D. 1. 2.			
Integrated Ph.D. 1. 2.			
Certificate 1. 2. 3.			
Diploma 1. 2. 3.			
PG Diploma 1. 2. 3.			
Any other (please Specify)			

The admission in various courses of the Institute at UG and PG level is governed by the State Government Rules and Regulations. There is separate body named Admission and Fee Regulatory Committee which has been constituted by its own State Legislature / Act. The body along with the Directorate of Technical Education (DTE), Bhopal, Madhya Pradesh frames the Rules & Regulations related to admissions. Further, AICTE also frames rules and regulations related to professional PG level courses such as MBA (E.g. entrance test CMAT for MBA and PGDM Program). Admissions in various UG level courses are governed by the Department of Higher Education, Bhopal. Various parameters such as quota for admissions to SC/ST/OBC/ other

categories students are governed by State Government Rules and Regulations. The Institute cannot fix any criterion (neither has any authority to do so) and further cannot take admissions directly for reserved candidates. The Institute has therefore not assessed / performed the demand / supply.

2.1.7 Was there an instance of the College discontinuing a programme during last four years? If yes, indicate the reasons.

No instance of discontinuing program occurred in past four years.

2.2 Catering to Student Diversity

2.2.1 Does the College organize orientation / induction programme for freshers? If yes, give details of the duration of programme, issues covered, experts involved and mechanism for using the feedback in subsequent years.

Yes, the Institute organizes orientation cum induction program every year for newly admitted students at all program levels. The aim and motive is to bring out the hidden talent inside the student and further to improve their skills. The aim is also to bring out the gaps (gap identification) and plan strategy for their improvements.

Class	Programes	Duration	Issues covered	Experts involved
BBA BCA B.Com. (Plain) B.Com. (Computer Application) B.Sc. (Computer Science) MBA / MCA	One Minute Game, Best Out Of Waste, Quiz, Chair Race, Treasure Hunt, Motivational Lecture, Senior-Junior Interaction, 50 Rupees Exercise To Be An Entrepreneur, Reflection Program which is done for MBA where all students compulsorily give presentation and the same is evaluated (all presentations are video recorded and formal feedback in writing is provided by experts)	2 days	1.Briefing about college rules and regulations 2.Briefing on Anti Ragging 3.Internal Scheme 4. CCA 5.Examination Scheme 6.Curriculum discussion 7. Talent Hunt 8.Games (Treasure Hunt, One Minute Game, Singing Star, etc.)	Management Representative, Directors, Training & Placement Officer, External Subject Experts, English & Training Professionals, etc.

2.2.2 Does the College have a mechanism through which the "differential requirements of student population" are analyzed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

The Institute has a broad spectrum of students coming from variety of socio-economic and educational backgrounds. The Institute adopts following mechanism to analyze the differential needs of student population:-

Institute has separate Admission & Counselling Cell. This cell performs the student analysis at the time of admission. The cell is involved in:-

- Preparing a database of students background details including Result of previous exams, result of Qualifying Exam, social background etc. after the students get admitted through the State Government admission process.
- Conducting counseling sessions for each student for analysis and performing SWOT for the student.

On the basis of the observations of the admission cell following techniques are used to address the key issues:

1. Preparation balanced section including various level students for improving learning experience and better interaction among them.
2. Conducting separate bridge classes / extra classes for weaker students in identified subjects.
3. The college has made its CCA the most fundamental and a customary part of its teaching and learning process throughout its MBA/ BBA Program. This is because every year the need for grooming and developing personality of the students admitted arises. For example learning English and Grammar starts from I semester as basic course and subsequently the learning level increases up to IV Semester.
4. Regular conduction of English classes as it has been observed that the students admitted are weak in English and communication skills.
5. The college also gives training to the students who wish to start their own venture through Business Plan, Business File and 50 Rs activities, etc. The Entrepreneurship Development Cell continuously works for this.

2.2.3 Does the College provide bridge /Remedial /add - on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

The Institute does provide bridge /Remedial /add - on courses Remedial classes / workshops etc. for slow learners after each unit wise test. The remedial classes are conducted in the evening hours. When all the developmental activities are over in a given semester, the spare time is devoted for the bridge classes. The Institute has conducted classes even during holidays and Sundays for the improvement of the students.

Add-on courses are offered to students in the area of communication, personality development and Advance Excel. Also add on course contents such as one page addendum has been included in the syllabus. Remedial course and add on courses are conducted by both internal as well as external experts for weak students who perform poorly in internal tests. This is done in all courses.

2.2.4 Has the College conducted a study on the incremental academic growth of different categories of students; - student from disadvantaged sections of society, economically disadvantaged, physically handicapped and slow learners etc.? If yes, give details on how the study has helped the College to improve the performance of these students.

The Institute conducts a study on the incremental academic growth of different categories of students. The Institute identifies such students and then makes observations over their performance. On the basis of these observations, Institute has identified some area where these students can be helped, so that their performance can further be improved. Institute has taken following measures for students from disadvantaged sections of society, economically disadvantaged, physically handicapped and slow learners.

In the area of academics:

- During the introductory classes and in CCA, the student undergoes through Psychological Analysis & then a Problem Solution is given by searching the problem area of the student, the background of student's family or personal conditions.
- The counselors and trainers impart guidance from the students' level in CCA Classes. Each student has a level of his own and so the level of understanding is different from one student to another. Bridge classes are arranged for the weak students who more often can't understand the studies because they have not understood the previous formula or the concept in the previous classes.
- Faculty members impart encouragement in small success through their CCA activities and presentations as the management believes that the greatest factor for the success of the life of the student is his encouragement. In English and GD/PI CCA, the students are

encouraged to do self SWOT. The faculty also, during the presentations, tries to find out the strengths of the weak students, applaud them with encouraging words & give confidence so that they can definitely feel their importance & worth. Once the student has grown his confidence means he definitely improves. The college ensures that the faculty members should not always give importance to the good students & neglect the weaker students in the class. This encouragement changes the complete personality of a student.

- The Institute also ensures to fix the goal & prescribing a Time table, which is disclosed during the admission process. The student is persuaded to fix a time for the study purpose as sometimes some students have no goal regarding their studies. The faculty pays extra attention to these students and inspires them to fix the goal for the life.
- Faculty members take special care to impart memory tips to the students in their specialized area as many a times a student forgets whatever he studies and learns. This exercise helps him to gain confidence and overcome the differences between him & the good students. In PD classes, the trainers give the tips such as how to recall, in which way to write systematically, when to study, how to study etc.
- The management along with the faculty members believes in giving importance to average and below average students in the class. The faculty members ensure that the class room teaching does not always go on with the direction & understanding of the strong students. The faculty takes special care for the average and below average students who do not understand the teaching. A justified Lecture Plan, with all the topics and no. of lecture devoted to each topic is submitted by each faculty member to ensure that nobody is just running towards the completion of syllabus as doing the same will make the whole teaching is a futile one.
- The approach of each faculty member is very polite and they take it as a very urgent to go near the weak/ below average students and ask personally whether they have understood or not.
- Through CCA the students develop self-reading habits which help them to overcome the language understanding problem for which they do not take interest to read. The CCA Faculty and trainers help students for understanding the key words and derive accurate meaning and slowly he improves himself.
- Through the assignments, some Questions are uploaded on website for practice. It helps in engaging the students in the habit of study. That is a practice that also enables the student to come across the learning point at a regular basis.
- Due care is taken that there is a scope for the special guidance beyond the Institute hours. The weak students need special attention beyond college hour that is personally to take up the difficulty. The faculty members guide the Minor and Major Research Projects after the college hours and this extra time for the students improves their learning.
- The seating arrangement is in such a way that it benefits the weak students. Special care is taken to make arrangement to sit the strong one with the weak one & instruct to the strong one to help the weak one in studies then the weak ones may be improved in studies.

In other areas:

Student Assistance: A team of faculty assists liberally the students in matters requiring help and guidance, and in particular, to help and advice students and prospective students in the following aspects:-

- Obtaining admission to the institute and its courses
- Choosing of suitable courses and hobbies
- Finding living accommodation
- Advising for food arrangements
- Obtaining medical advice and assistance
- Securing scholarship and other assistance

- Obtaining travel facility for holidays and educational excursions
- Securing facilities for establishing own ventures
- Conducting themselves in proper pursuit of academic studies as to maintain the tradition of the Institute.

Proctoral Board / Disciplinary Committee: There are certain rules and regulation framed by the Institute, which are to be followed to maintain the cordial atmosphere in the campus for the students. Cases of indiscipline or indecent behavior of any student in the campus of the University are dealt by the Protoral Board. Cases of individual/group harassment, threats, manhandling etc. are dealt strictly by the Proctoral Board.

Boys / Girls Hostel: The Chief Hostel Warden (Boys Hostel) is responsible for allotment of student's accommodation as per the policy, arranging for the proper food in the Hostels, maintaining proper order and discipline in the boy's hostel. He may also award punishment to the students in case of indiscipline in the Hostel. He reports matters related to indiscipline/neglect to the concerned authorities for appropriate action. He implements the policy pertaining to Hostels.

Financial Assistance: Students of the college, who have a good conduct and extra ordinary academic record, belonging to a weaker socio- economic background, are awarded scholarships. The college has facility of installment fees, provides boarding and lodging at economical rates, offers food facility at subsidized rates, provides uniform at reasonable rates.

Book Bank: The Institute provides the facility of 'Book Bank' to help the needy students.

Medical Facilities: The Institute is having Medical Tie-Ups with Hospitals of high repute, with experienced team of Doctors comprising Physician, Gynecologist, Orthopedisian, Surgeon, Anesthetist and Pathologist. The Hospital has OPD, IPD facilities, Pharmacy, Labs, X-ray & Ultrasound facilities, Operation theatre for minor and major surgery which caters the need of students.

Social And Cultural Activities: Students are always encouraged to participate in a variety of social and recreational activities, which are organized throughout the year. It helps in promoting to the overall personality development of the students.

Sports Activities: The Institute encourages students to promote their physical and mental level by organizing various sports and games. Facilities are provided to students, who show interest in the sports/games of their choice, under the sharp supervision of qualified instructors. Sports facilities available include basketball, tennis, badminton and volleyball courts. The Institute also has well maintained football, hockey and cricket fields and a table tennis room. The sports instructors encourage the students to enhance their interest in various games and sports and to inculcate a competitive spirit in them. A very significant feature of the sports includes Self Defense Program for girls and boys.

Anti-Ragging Cell: On the recommendations of the directives of the Hon'ble Supreme Court, Anti Ragging Cell of the Institute operates under the chairmanship of Chief Proctor. It helps to curb down the evil of misconduct and ill behavior of any student towards mental and physical harassment of new students.

2.2.5 How does the institution identify and respond to the learning needs of advanced learners?

Following matrix is used to identify the advanced learners and their needs:-

Cognitive	Social	Affective
Recognize good questions	Communicate with other students	Attain goals
Ask good questions	Give and receive support	Nurture positive attitudes
Practice problem solving	Make a difference	Have time for reflection and self-assessment
Think independently	Interact while problem solving	Possess well-founded self-confidence
Process new information	Grow with friends	Have a sense of belonging
Use learning resources	Manage time and tasks	Understand motivations of others

Further in response to the need identified the Institute make efforts to provide them more resources and opportunity for their growth.

- More exposure to the subject is provided through various research activities.
- Encouraging students to volunteer in the conferences, workshops, annual events organized by Institute.
- Involved in various committee as students representative
- Guide them to attend seminars, workshops and inter college events conducted in the related subject area.

2.2.6 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

So far the Institute has not registered any student who is differently-abled.

2.3 Teaching-Learning Process

2.3.1 How does the College plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)

Step-I (Semester Planning):

In the beginning of the Semester, academic calendar is prepared considering all events of the Institute. It includes commencement date along with the total time available for teaching, days for examination (Internal and External), days for Events/Conference/Seminar/Workshop etc.

Step-II (Teaching and Learning):

The faculty requirement is assessed as per the curriculum and thereafter the subjects are allotted to faculty members as per their specialization. A detailed planning is done with respect to the Time Table (individual, class wise and day wise). For additional learning and enrichment of students time-table includes place for co-curricular activities. Faculty members prepare a detailed lecture plan of each subject in standard format. This also includes the schedule of unit wise test (class test) and practical classes. The day wise time table is monitored on daily basis and adjustment are made if required with comments. Also the faculty member fills up the daily dairy/teachers diary on daily basis, which is monitored weekly for adherence of lecture plan. If required, extra lectures are planned for the specific subject.

Step-III (Evaluation):

As per the curriculum, Unit Wise Test is conducted in the class after the completion of each unit. This is done within 7 days of completion of unit. The answer sheets are evaluated; thereafter

questions are discussed with the students. The answer sheets are returned to the students, which need to be filed by them for their reference. An acknowledgement of acceptance and satisfaction is taken by all the students.

2.3.2 Does the College provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

Yes, Institute gives information regarding various activities of the Session prior to the commencement of the classes.

- The Institute possesses an Official CMS Based Institute Website: www.pioneerinstitute.net. The Institute has developed its website and e-notice board as a fast and efficient medium of communication with the students. All information a student requires about course and classes is available on the website. The website includes the information such as curriculum (list of subject with their marks distribution), syllabus covering scheme of exam and paper pattern, internal marks scheme, details of co-curricular activities. Students also get the schedule of internal exam, External exam, practical exam, Viva, Presentations etc. on the college website. There are separate Sections of notice board for UG, PG and common Section for all students which ensures that no confusion or ambiguity is generated among the students of various courses.
- Regular class schedule and its updations are notified on the college notice board.
- In case of co-curricular activities introduction classes are conducted.
- For First Year Students Induction program is conducted which gives the detail information about course, syllabus, course schedules, examination etc.

2.3.3 What are the courses, which predominantly follow the lecture method? Apart from classroom interactions, what are the other methods of learning experiences provided to students?

All courses conducted by the Institute follow lecture method. However, the Institute does not rely exclusively on lecture based teaching, but also focuses on personality fortification to facilitate shaping up of future leaders. For this Institute adopt versatile means of Teaching, Training, Research, Co- curricular & Extra Curricular activities to achieve forceful and stimulating positions.

- Classroom teaching by eminent faculty involving Lectures, Power point Presentation and Handouts.
- Stimulated situations and Role Plays to give students an insight into understanding of responsibilities of various professionals involved in management education and Research.
- Video films and actual situations in Research and Education
- Assignments and Exercises
- Exercises are also in form of MCQ's, Q & A and Report writing.
- Workshops are conducted for students to emphasize on problem solving through interaction and exchange of information.

2.3.4 How is 'learning' made more student-centric? Give a list of participatory learning activities adopted by the faculty that contribute to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

The Student-centered teaching methods that the college follows shift the focus of activity from the teacher to the learners. These methods includes CCA, that imparts them active learning, where students solve problems, answer questions, formulate and analyze cases and prepare questions of their own, discuss, explain, encourages group discussion, debate and brainstorm during class.

The Institute also follows cooperative learning through case analysis and case formulation in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability.

List of Participatory Activities:-

1. Paper Article Presentation
2. Local, National & International Problem
3. Business Plan
4. Decision Making to Purchase a Product
5. Market Survey Report of a Product
6. Critical Analysis of a Product
7. Business File
8. Field Work / Live Projects
9. Major Research Projects
10. SWOT Analysis
11. Case Analysis

These activities teach the Inductive teaching and learning to the students through inquiry-based learning, case-based learning, problem-based learning, project-based learning (Minor and Major Research Projects), discussing current affairs etc.

It helps students to develop as professionals and come to a consensus whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills.

The co-curricular activities provides substance and the updations in line with the students interests and aptitudes, bearing in mind individual differences; provide training in thinking process, teaching how to face various situations and application of knowledge for and solving problems; enable students to think critically and acquire the reading habit and continuous thirst for knowledge.

2.3.5 What is the College policy on inviting experts / people of eminence to provide lectures / seminars for students?

Institute regularly invites experts / people of eminence to provide lectures. There are several subjects where the Institute invites experts. Further following aspects are delivered as a policy of Institute compulsorily by the external subject experts:-

1. Business File Lectures: Filing Income Tax Returns, knowing ITR forms, Excise / VAT returns and forms, customs / excise laws, knowing banking transactions, cheques, etc. These lectures are taken up by expert CA who is practicing in these areas.
2. Investor Awareness and stock market lectures by ICSI, NSE professionals, etc.
3. Knowing financial products and markets by domain experts.
4. Viva Voce of all subjects is taken by external experts.
5. Organizing motivational and English learning lectures by professional trainers.
6. Panel Discussion of economic issues related with Indian economy and abroad.
7. Panel Discussion on youth problems and issues.
8. Panel Discussion on challenges in higher education and teaching methodology.
9. Organizing workshops and seminars especially for girls and female faculty members related to Women Health and other aspects related with women. These are taken up by professional doctors and practitioners.
10. Experience sharing sessions in ED Cell by renowned entrepreneurs from the city.
11. Career and Guidance counselling sessions for all students by external experts.

12. Tally classes especially for commerce students by experts.

2.3.6 What are the latest technologies and facilities used by the faculty for effective teaching? Ex: Virtual laboratories, e-learning, open educational resources, mobile education, etc.

To make the teaching more effective the Institute encourages faculty members by promoting the latest technologies for teaching. The faculty members are equipped with the latest technological tools. Following are the facilities used by the faculty members for teaching effectiveness:

- Computer labs with latest machines with TFT screens for practical learning
- LCD projectors installed on class rooms and lab for PPT presentation and animations
- E-Library: EBSCO and J-GATE at computer labs for encouraging project work
- Wi-fi facility in campus
- Video Conferencing Facility available
- Hardware Lab for better understanding of basic hardware and their evolvement
- CMS based Website for sharing various academic information such as notices, PPT, lecture notes, assignments, case studies, question banks, etc.

2.3.7 Is there a provision for the services of counsellors / mentors/ advisors for each class or group of students for academic, personal and psycho-socio guidance? If yes, give details of the process and the number of students who have benefitted.

A faculty is appointed as a Mentor for each class, who also act as counselor and advisor for the students. The Mentor plays the following role for personal and psycho-socio guidance:-

Academic guidance by mentors:

- Offering support and encouragement related to core subjects and other activities
- Guiding students in planning and achieving targets of their course
- Giving constructive feedback and acting as a sounding board to explore ideas and issues.
- The mentors help students to exhibit a personality that demonstrates enthusiasm and interpersonal skills.
- Helping the students to demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary
- Helping to demonstrate the ability to using visual and audio presentations, and making power point presentations
- The mentor takes the responsibility to maintain and establish high academic and behavioral standards and expectations for all students
- Identifying the specific areas of ability, deficiency, interest and talent of students so as to guide them in subjects that are relatively tough for them
- Helping the students to develop different learning activities and materials through various teaching pedagogy (Cases, Addendum, Brand File, Projects, Field Work, Village Visit etc.). This helps to address student ability and develop new learning style
- Evaluating the students' performance and maintaining a level of standard and individual progress. The mentors also monitor the effectiveness of information and instruction floated to them either orally or through e notices on the Institute website.
- In subjects that are not easy for few students, the mentor along with a discussion with the subject expert take the primary responsibility to make the students understand the content and skills of the core curriculum content standards.

Personal and Psycho-Socio Guidance:

- Offering regular, individual, personal support
- Listening to the students' concerns
- Promoting feelings of being valued and heard

- Discuss their concerns and frustrations
- Providing a safe place to off-load feelings and explore new ideas or ways of overcoming difficulties
- Helping the students by monitoring their activities like discipline, regularity in attendance achievement of targets and outcomes
- Display high ethical and professional behavior and standards in campus and out of the campus
- Addressing to the class, individual and small group

2.3.8 Are there any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve the learning? What methods were used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

Refer to the table in **Annexure – 9** for innovative teaching approaches introduced for improving learning.

2.3.9 How does the College create a culture of instilling and nurturing creativity and scientific temper among the learners?

Participation of students in Conferences, Seminars, Workshops, Annual Fest- UDBHAV, Entrepreneurship Development Cell, Placement Cell, Sports as Team Leaders, Team Members and Volunteers.

Students are given opportunities to work in various events at different levels as Leaders, Members, participants. Students are also involved in decision making while planning and organizing events. This is clearly reflected in the events of ED Cell, Placement Cell.

The Institute successfully organized a National Youth Conference in 2013, which was completely executed by the students, under the guidance of faculty members. The college also promotes students participation in Inter college events and activities across the nation.

2.3.10 Does the College consider student projects a mandatory part of the learning programme? If so, for how many programmes is it made mandatory?

Yes, the Institute has made student projects mandatory part of the learning programme. Following Projects are made mandatory and are part of academic program curriculum:-

Major Research Project	MBA
Minor Research Project	MBA
Project	BBA
Field Work Project	BBA / MBA
Employment Oriented Project	B.Com
Major Project	BCA

- Number of projects executed within the College
  - Major Project:
  - Minor Project:
  - UG Projects:
    - BBA
    - B.Com.
    - BCA

Year	Numbers
1998	22
1999	104
2001	59
2002	180
2003	200
2004	90
2005	41
2006	125
2007	274
2008	61
2009	197
2010	267
2011	184
2012	301
2013	168

∗ Names of external institutions associated with the College for student project work
UGC (Sponsored BRTS Project)

∗ Role of the faculty in facilitating such projects
  ∗ Faculty act as a Guide and Supervisor in students' Projects.
  ∗ Finalizing Topic, approval of Synopsis, questionnaire design, Data Analysis guidance.

2.3.11 What efforts are made to facilitate the faculty in learning / handling computer-aided teaching/ learning materials? What are the facilities available in the College for such efforts?
Following facilities are provided by the College for learning and handling computer aided teaching materials:

- Well-equipped computer Lab with latest software and hardware
- Technically qualified staff in Computer Lab having knowledge of cabling, LAN, hardware and software trouble shooting
- LCD projectors installed on class rooms, computer lab and conference hall
- Access to EBSCO and J-GATE e-Journals for encouraging project work
- Video Conferencing Facility available
- All faculty members are connected via LAN and can share all resources with each other
- Hardware Lab for better understanding of basic hardware and their evolvement
- All kind of information is available via CMS based website (such as assignments, notices, lecture PPT, cases, caselets, research work, past exam papers, syllabus, curriculum, scheme of exam, all kinds of forms, etc)
- Institute has applied for MODROB (Modernization and Removal of Obsolescence Scheme introduced by AICTE) to upgrade systems to latest technology

Also college conducts internal training/ workshops for learning the new software/ technology such as MS-Excel and Power Point workshop, EBSCO AND J-GATE training sessions for all faculty members. These workshops are very helpful in understanding the new technology and their applications.

2.3.12 Does the College have a mechanism for evaluation of teachers by the students / alumni? If yes, how is the evaluation used in achieving qualitative improvement in the teaching-learning process?
The Institute regularly conducts a feedback survey from the students and alumni about the subject and teaching faculty. It is done through a comprehensive form which includes the questions

regarding subject such as its relevance, coverage, sequence, books availability and questions regarding subject teacher such as subject knowledge, explanation ability, teaching aids used etc. These feedback forms are then analyzed and final results are discussed with the concerned faculty member for improvement in his teaching learning process. Teacher are also suggested to improvise in some specific area such as more example to be added, notes or practice questions to be provided etc.

2.3.13 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If yes elaborate on the challenges encountered and the institutional approaches to overcome these.

Yes, some times the Institute faces challenges to adhere the planned time frame in the calendar. Following are the challenges faced:

- Unexpected holidays and unforeseen leaves causes a major barrier
- Various activities such as sports activities, Inter-college Events, placement activities also affect the schedule.
- The absenteeism increases during the festive seasons due to outstations students, affecting the class schedule.
- As the college has no control over admissions as admissions are prolonged upto October-November by State Government authorities, resulting into reduced working days of odd semester.
- Difficulty in understanding practical subjects due to varied background of students admitted is also an impediment in timely completion.

In view of the above challenges Institute has made a practice of preparing for them from the beginning of the semester. Following measures are taken by the Institute:-

- Total number of working days are calculated considering all events and activities
- An exhaustive lecture plan is prepared.
- Syllabus completion review is conducted on weekly / fortnight basis and extra lectures are planned accordingly.
- Extra classes beyond time are conducted for weak students.

2.3.14 How are library resources used to augment the teaching-learning process?

LIBRARY SNAPSHOT

Particulars	**Details**
Number of Books	21,645
Number of Titles	5,428
Number of Daily Newspapers	06 Daily and 02 Weekly
Number of Journals	119
E-Library Facility	EBSCO and J-GATE
Number of Management Films	21
Number of CD/DVDs of Magazines, Projects and Books	2,691
Library Management Software	LIBSYS Version 6.1 (Date of Order: 15/11/2011 and Date of Implementation: 28/11/2011)
Field Work Support	Professors and Guides Help in Field Work
Number of Minor Research Projects (Introduced since year 2009)	223
Number of Major Research Projects	2130
Working Hours	09:00 AM to 06:00 PM
Infrastructure within library	Equipped with large tables having electric sockets for charging and is Air Cooled
Internet Connectivity	Wi-Fi

E-Library Availability	EBSCO and J-GATE access available
Number of Systems dedicated only for students to access E-Library	03 in Library and 120 PC in Computer Lab
Xerox / Reprographic Facility	Available
Stacking of Books and Journals	All books and journals properly stacked in racks and closed cabinets and location is controlled by LIBSYS software for easy traceability.
Reading Room	Separate reading room for newspapers and reference journals available within library.
Book Bank Facility	Available
Library Feedback System	Library takes feedback time to time from students and teachers and is forwarded to management for implementation
Library Network	1. Reputed Vendors and Publishers visit our library frequently to show latest arrival of books (catalogue in library) 2. Sample copy of various latest books are received by the Library for teachers evaluation and feedback 3. Library also receives information time to time for new arrivals from E-Library Network
Number of Hard Bound Periodicals (Back Volumes)	1,014
Bar Coding Facility	Yes

Library highlights:-

- State-of-the-art Library Management Software LIBSYS which is being used by top B-Schools of India
- Book Bank Facility for students
- Best Library award in the year 2003
- Access to state-of-the-art E-Library namely EBSCO and J-GATE containing access to numerous articles, journals and books
- Record maintained for Hard Binding of Back Volumes of Journals
- Record maintained for all Minor and Major Research Projects undertaken by students
- Record maintained for article indexing in Library Software
- Hard Bound Syllabus and Past year questions papers for students
- Hard Bound case booklets
- Case study books available
- Library is WIFI enabled and charging facility is provided on reading tables for use of laptop
- Separate dedicated reading room space in library for newspaper reading
- Library is completely Air cooled
- Dictionaries, Motivational Books, Personality Development related books available
- Separate Library reading room for students
- Management Games and Management Movies available in library
- We send Library staff for Software usage training
- LIBSYS training at Gurgaon from 04th June 2012 to 08th June 2012

Number of books added in past years:-

Particulars	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14 (Till date)**
Books Purchased	2492	2475	3066	1625	829	198
Journals	67	88	97	109	119	122

To utilize the rich content of library institute provides book bank facility in which student gets 5 books for the entire semester. Apart from this student can get other books from the library time to time. The library also has audio-visual content CDs related to various subjects. Also the research works done by Research Scholars, Faculty members, Students (Major and Minor Projects) are maintained in the library for ready reference.

Utilization of Library resources have been made compulsory to students by the CCA introduced by Institute post autonomy. Refer Point No 1.2.1 (b) for CCA Activities introduced by Institute. These activities such as paper article presentation, discussion on local, national and international problem, etc. make the use of library compulsory for all students.

One of the unique feature of Central Library is that back volumes of journals are being compiled and hard bound for future references. This enables teachers and students to refer past volumes of journals and magazines which are rare to find outside.

2.3.15 How does the institution continuously monitor, evaluate and report on the quality of teaching, teaching methods used, classroom environments and the effect on student performance.

Program Coordinator & Director Monitors the following for each program:-

- proper running of classes (Daily)
- checking Teachers Diary (Daily)
- Alignment with course contents (Weekly)
- Alignment with Lesson/Lecture Plan (Weekly)
- Class adjustments, if any (Daily)
- Record of attendance sheets (Monthly)
- Syllabus review time to time (Weekly)
- Tracking Sheet (As and when each type of review is done)

The Institute has the concept of Lecture Plan, Faculty Diary / Faculty File for the continuous monitoring of teaching on daily basis. Lecture Plans are obtained from all faculty members for all subjects prior to commencement of the program and is checked to ensure balancing of units, time frame, extra lecture coverage, one page addendum coverage, etc. by the Director. Further, discussion with each faculty is done to give feedback and improvements before finalization.

Lecture plan is planned under the guidance of senior faculty members for each subject leading to a standardize lecture format and comprehensive syllabus coverage. To monitor the execution of lecture plan, tracking the syllabus coverage, attendance statistics of students, the Institute monitors Teachers Diary which holds the day to day information of class room activities along with date and students attendance. This results into close assessment of daily academic program.
Institute organizes Quality Improvement Program every year for assessing the teaching quality of faculty members and gives feedback accordingly for further improvements.
Institute also collects student feedback during the semester for assessing the teaching quality. Also the Result Analysis of semester end examination is being done to understand the teaching trends.
Internal test performance of student is analyzed to understand the impact of teaching methods on student performance. Also a comprehensive viva of subject is performed in front of panel of faculty members to assess his understanding of subject and impact of teaching methods. In case of major /minor project and practical subject an external evaluation is also done by a subject expert from outside the Institute.

2.4 Teacher Quality

2.4.1 What is the faculty strength of the College? How many positions are filled against the sanctioned strength? How many of them are from outside the state?

Faculty Snapshot:-

Particulars	**Details**
No. Of Professor	05
No. Of Associate Professor	04
No. Of Assistant Professor	76
Total	85
Total Regular Faculty	75
Total Part Time / Visiting Faculty	10
No. Of Faculty with PhD Degree	05
No. Of Faculty pursuing PhD Degree	10
No. Of PhD registered candidates at our Research Centre	25
No. Of Faculty with PG qualification	75

All the positions are filled against the sanctioned strength. No one is from outside the state.

2.4.2 How are the members of the faculty selected?

Institute has detailed & well defined process for faculty recruitment as mentioned below:-

Step 1: Identify a vacant position to be filled
Step 2: Develop a Results-Oriented Position Description
Step 3: Develop and Implement a Recruitment Strategy
Step 4: Establishment of a Committee
Step 5: Screening Candidate resumes and applications
Step 6: Interview and Selection Process (Mandatory presentation by the faculty to be recruited)
Step 7: Reference Checks
Step 8: Summations and Recommendations
Step 9: Job Offer

The aim of the Recruitment and Selection Policy and Procedure includes:

- To ensure teaching requirement is met.
- To ensure that faculty to be recruited has been tested on content, delivery, presentation skill, communication skill, black-board management, subject syllabus requirement, level of teaching, etc. before finalization.
- To secure the widest possible response to employment vacancies.
- To encourage candidates from all sections of the community to apply for different positions/vacancies.
- To select the most suitable candidate to carry out the duties
- To make selection decisions which do not discriminate unfairly against any group or individual
- To give a good impression of Pioneer as a professional and progressive Institute.

2.4.3 Furnish details of the faculty

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	00	00	00	00	00	00	00
Ph.D.	03	02	01	00	00	00	06
M.Phil.	00	00	00	00	00	00	00
PG	00	00	01	02	32	34	69
Temporary/Visiting teachers							
Ph.D.	00	00	00	00	00	00	00
M.Phil.	00	00	00	00	00	00	00
PG	00	00	00	00	04	06	10
Part-time teachers							
Ph.D.	00	00	00	00	00	00	00
M.Phil.	00	00	00	00	00	00	00
PG	00	00	00	00	00	00	00

2.4.4 What percentage of the teachers have completed UGC-CSIR-NET, UGC-NET, and SLET exams? In that what percentage of teachers are with PG as highest qualification?

All teachers have PG as highest qualification (i.e. 100% teachers have PG has highest qualification). Many faculty members have been enrolled for Ph.D. program. They have qualified NET / DET (conducted by DAVV) and are undergoing the Ph.D. course work.

2.4.5 Does the College encourage diversity in its faculty recruitment? Provide the following departments-wise details.

Department	% of faculty who are product of the same College	% of faculty from other Colleges within the State	% of faculty from other States	% of faculty from abroad
Management	17%	83%	0	0

2.4.6 Does the College have the required number of qualified and competent teachers to handle all the courses for all departments? If not, how do you cope with the requirements? How many faculty members were appointed during the last four years?

Yes, the Institute has the required number of qualified and competent teachers to handle all courses. Any shortfall / deficiency are met by recruitment. The management has strong concern on quality of faculty members and teaching and gives immediate sanctions for recruitment of faculty members.

2.4.7 How many visiting Professors are on the rolls of the College?

Nil

2.4.8 What policies/systems are in place to recharge teachers? (e.g.: providing research grants, study leave, nomination to national/international conferences/Seminars, in-service training, organizing national/international conferences etc.)

Institute has policy for the following in case of faculty development:-

1. Grant of study leave is given
2. Nominee from Institute are sent for attending national / international conferences / seminars. In this regard Institute obtains certificate from faculty members post attending the same. Also Institute has policy to sanction 50% of the cost to faculty members as re-imbursement of

expenses.

3. Institute organizes in house Quality Improvement Program every year and all faculty members participate compulsorily in the same.
4. Institute organizes regularly conferences and seminars round the year in the field of Management and IT. These conferences and seminars are organized out of own resources as well as few are organized by the grants received from various agencies. Participation in these conferences is compulsory for all faculty members.
5. Institute regularly organizes research methodology workshops, research trainings, SPSS training, case writing workshops in which participation is compulsory for all faculty members.
6. Regular information is provided to all faculty members by way of meeting regarding UGC Minor / Major Research Projects. So far all faculty members have applied for Minor Research Project at UGC. One Major Research Project has been sanctioned by UGC for BRTS evaluation at Indore which is under progress.

2.4.9 Give the number of faculty who received awards / recognitions for excellence in teaching at the state, national and international level during the last four years.

So far there has been no faculty who received awards / recognitions for excellence in teaching at the state, national and international level during the last four years.

2.4.10 Provide the number of faculty who have undergone staff development programmes during the last four years. (Add any other programme if necessary)

Academic Staff Development Programmes	Number of faculty
Refresher courses	75
HRD programmes	70
Orientation programmes	72
Staff training conducted by the College	223
Staff training conducted by University/other Colleges	218
Summer / winter schools, workshops, etc.	59
Any other (please Specify)	68

2.4.11 What percentage of the faculty have

- been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies **7%**
- participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies **55%**
- presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies **40%**
- teaching experience in other universities / national institutions and others **5%**
- industrial engagement **5%**
- international experience in teaching **0%**

2.4.12 How often does the College organize academic development programmes for its faculty, leading to enrichment of teaching-learning process?

- **Curricular Development**
  - Syllabus Review conducted on regular basis. All the faculty members are involved into the review of the existing curriculum and syllabus.
  - Every semester one page addendum to syllabus is reviewed.
- **Teaching-learning methods**
  - Quality Improvement Programs are organized by the Institute every year for faculty members. In this faculty members have to give one hour presentation on a topic of his area/choice, which listen and questioned by all faculty members along with

management. Also a round of discussion is kept for 15 minutes. It helps faculty member to assess efficiency and effectiveness of his teaching. Also it enables management and senior faculty members to give them the guidance to make the necessary corrections in their teaching methods.

- Management organizes regular meeting with faculty members to discuss on teaching learning methods. Case based teaching is under discussion and will be implemented in future after discussion.
- Before commencement of every semester meeting is held to discuss on new / innovative teaching aspects which can be introduced in the academic program.

∗ **Examination reforms**

- Pre and Post examination meetings are organized along with every member involved in it. Thus taking corrective measure for next exam and any updation if required can be discussed.
- Examination Committee and other faculty members give regular inputs to Management regarding examination reforms.
- Institute has implemented several examination reforms which have improved the examination system post autonomy.

∗ **Content / knowledge management**

- College organizes Conference, Seminar and Workshop for the knowledge management and content enrichment of the faculty members. The college organizes 2-3 Conference per year on Management and IT topics.

∗ **Any other (please specify)**

The final authority to approve the changes in academics and examination system lies with the Examination Committee, Board of Studies, Academic Council and Governing Body of the Institute. These bodies meet twice every year to review curriculum, syllabus, teaching learning methods, examination reforms, etc. They take in to account various suggestions which are put before by various faculty members.

2.4.13 What are the teaching innovations made during the last five years? How are innovations rewarded?

Refer to the table in **Annexure – 9** for teaching innovations introduced during last five years.

2.4.14 Does the College have a mechanism to encourage

∗ **Mobility of faculty between institutions for teaching?**

∗ **Faculty exchange programmes with national and international bodies?**

If yes, how have these schemes helped in enriching quality of the faculty?

Institute regularly invites faculty members from different institutions for delivering specialized lectures to the students. Also Institute invites faculty members for panel discussions in conferences and seminars. Various faculty members across the state attend Institute panel discussions and provide their inputs.

2.5 Evaluation Process and Reforms

2.5.1 How does the College ensure that all the stakeholders are aware of the evaluation processes that are operative?

Stakeholder: Student

The Institute has a well-defined process of evaluation. All academic program documents namely ordinance, curriculum, syllabus, passing scheme, etc. are notified at website. All instructions are clearly mentioned at relevant places, such as each syllabus clearly defines the pattern of examination paper. It includes details about the number of questions and their pattern in external examination as well as distribution of marks for each section. The examination form also contains

the rules and regulations of the Institute. Before the start of semester, students are informed about the internal scheme components, CCA, unit wise tests, etc.

The Institute has developed a fast, easily accessible and effective channel of communication, in the form of website. The Institute through its website keeps the stake holders informed and updated about various activities.
The Institute on its website has following:-

- Course Detail for all, such as Ordinance, Curriculum, Syllabus, Internal Exam Scheme
- Separate E-Notice board for UG and PG Students which mentions all information regarding academic and examination activities.
- Separate Exam Section which clearly mentions the rules and regulations for
    - Internal and External Examination,
    - ATKT and FAIL students
    - Revaluation
    - Copy Viewing
    - Examination form
    - Examination Fees Details
    - Various forms
- Separate Academic Section which has various academic rules & regulations and formats to be followed for various academic activities.
- Separate Students Section which has Question Bank, Past Examination Papers, Lecture PPT and Notes.

As the website is ever present and easily accessible to everyone thus it's one of the best way to communicate the changes and updations to all concerned. In case of any change in evaluation process/ scheme of examination it is clearly displayed on the e-notice board. Apart from this, Institute also uses other medium of communication such as SMS, E-mail and Formal Letter to Students and their Parents regarding the present operative process. This ensures open door policy of the Institute and ensures transparency in system.

Stakeholder: Faculty Member
Before the commencement of classes, a detailed cover letter is provide to the faculty members including the Lecture Plan, syllabus, internal exam scheme and tentative schedules of examination. The cover letter is the charter for all faculty members and covers all the instructions and activities to be followed by the faculty members in detail. Also the detailed instructions are circulated by electronic mails.

2.5.2 What are the major evaluation reforms initiated by the College and to what extent have they been implemented in the College? Cite a few examples which have positively impacted the evaluation management system?
Refer **Annexure – 10** for Major examination and evaluation reforms initiated by the Institute post autonomy.

2.5.3 What measures have been taken by the institution for continuous evaluation of students and ensuring their progress and improved performance?
The Institute believes that the correct evaluation of a student is the evaluation done on continuous basis. The Institute has made its first initiative for that through making the internal and external marks weightage ratio of 60:40 which improvised the role of internal assessment in the course structure. It enhanced the scope of the teacher/Institute for evaluating student for his actual performance throughout the semester.
Institute has designed a systematic plan for a proper and continuous evaluation of student's performance.

The internal marks scheme of the various courses has designed with following components:-

- Internal Test (Unit wise/Structured)
- Subject Viva
- Attendance
- Co-curricular Activities
- Field Work
- Research Paper
- Summer Internship Program
- Class Assignments
- Conference/Seminar/Workshop attendance

These detailed components helped Institute to evaluate student on various aspects not only in exam hall. Marks weightage for the attendance rewards those who are regular and punctual at classes. Unit wise test gives more option for student to improvise his performance as well as it gives chance to teacher to evaluate student topic wise rather than generalized evaluation. After test the questions are discussed in the class and test copy is given to the student thus he can identify the mistakes and improve further.

Field work, CCA, Research Paper are designed to give student exposure to the practical aspects of the subject taught. It is also helpful for all-round evaluation of student's skills and knowledge. Attending Conference/Seminar/Workshop is also part of internal assessment. It motivates students for further updation with the current scenario.

All the variety components used for internal assessment of the student make the assessment a continuous and all-round. These components reward students for the regular efforts they are making. It brings out the best possible evaluation of the hard work and knowledge of the students.

2.5.4 What percentage of marks is earmarked for continuous internal assessment? Indicate the mechanisms strategized to ensure rigor of the internal assessment process?

The Institute has put a ratio of 60:40 for External and Internal Evaluation of the student. Thus clearly 40% marks have been devoted for continuous internal assessment of the student.

The Institute defines the scheme of internal assessment at the commencement of the classes of each semester. The scheme constitutes the list of activities along with their marks contribution to the subject result. For different semesters the different activities as part of CCA are designed thus including variety of components make it a continuous and all round internal assessment.

For execution of the internal assessment, for each activity coordinators are assigned. The coordinators keep close track of the activity and review on weekly basis. The dates of various submissions are notified on e-notice board. The activities are evaluated by the concerned faculty member and the marks filled in the format are submitted to Confidential Section. The marks are displayed on notice on board for students, and in case any student has any grievances / observed apparent error, he can get the details of marks checked by giving an application to coordinator.

2.5.5 Does the College adhere to the declared examination schedules? If not, what measures have been taken to address the delay?

The college declares the examination schedule sufficiently prior (approx. 30 days before the examination). Till now the Institute was successful in executing the schedule declared for exams. In very rare cases, due to unforeseen reasons the Institute needed to make changes in the examination schedule. Institute is very prompt and has successfully maintained the program time table and examination schedule in timely manner. There has been no delay in conducting examination & declaration of results since autonomy.

2.5.6 What is the average time taken by the College for declaration of examination results? Indicate the mode / media adopted by the College for the publication of examination results e.g., website, SMS, email, etc.

In past 5 years the average time taken for declaring the result was 30 to 40 days. The examination results are printed as tabulation registers (TR) which are signed and kept in the college for records purpose. The examination results for students are declared on the website of the college which is fast and easy way for all.

2.5.7 Does the college have an integrated examination platform for the following processes?

- **Pre-examination processes – Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.**
- **Examination process – Examination material management, logistics.**
- **Post examination process – attendance capture, OMR based exam result, auto processing, generic result processing and certification.**

The Institute is using various tools for pre and post examination process. As the examination is descriptive based thus OMR sheets are not being used. Processing of exam form, admit card, attendance sheet, examination result and marksheet printing is done by software which is run and maintained by outsourced company. This work is outsourced to renowned organization of the city. For other activities the Institute uses MS-Excel advance tools. All materials related to Examination are well recorded and kept with inventory registers. There is proper control process for issue / receipt in the system.

2.5.8 Has the College introduced any reforms in its Ph.D. evaluation process?

The Institute has the Ph.D. research center for DAVV University. All Rules & Regulations are governed by the Parent University & UGC only. The Institute has no discretion / authority to bring out any reforms / changes in Ph.D. evaluation process.

2.5.9 What efforts are made by the College to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved process and functioning of the examination division/section?

The Office of Controller of Examination is one of the most important places in the Institute. The Institute continuously makes efforts to improvise and systematize the working at the office.

Refer **Annexure – 10** for efforts made by the Institute towards improving the operations of Controller of Examination.

2.5.10 What is the mechanism for redressal of grievances with reference to evaluation?

The Institute has following provision for addressing grievances of the student regarding the evaluation:

1. After declaration of marks of internal examination, if student want he/she can view his copy by giving a simple application to the concerned faculty member. In case of any justified correction, same can be updated in the records.
2. After declaration of result of semester end examination if student has any grievances he/she can opt for any of the two options: Revaluation and Copy Viewing.
    a. **Revaluation:** In revaluation the copy of student is re-evaluated by two subject experts other than original evaluator. On the basis of predefined formula the revised marks are calculated.
    b. **Copy Viewing:** The copy is showed to the student in the presence of a subject expert appointed by Principal and Principal himself. If any errors found and corrections are suggested by the subject expert which are further approved by the examination committee.

2.6. Student Performance and Learning Outcomes

2.6.1 Does the College have clearly stated learning outcomes for its programmes? If yes, give details on how the students and staff are made aware of these?

Yes, the Institute has clearly defined learning objectives for each program along with the level and depth of teaching required.

1. **Objectives on the top of syllabus of each subject:** The Institute has framed syllabus of each subject in such manner that every student & teacher can easily get the objectives of the subject on the top of the syllabus.
2. **Curriculum & Syllabus is made available on the website**: The Institute uploads the ordinance, curriculum and syllabus of each subject of each program on its website for every student at the beginning of the session.
3. **Information to faculty**: To have a complete knowledge about the programme and its syllabus, each faculty of the college is being provided with Faculty File to enable them to plan the teaching programme well in advance. This file is maintained with respective faculty members all the time during the tenure of the program. Faculty file includes syllabus, internal scheme, cover letter, rules and regulations, standard operating procedures to be followed, time table, etc.

All critical academic documents, information, etc. are well documented in writing and provided to all stakeholders. All academic information is also briefed orally before the commencement of classes both to students and teachers.

2.6.2 How does the institution monitor and ensure the achievement of learning outcomes?

1. Proper lecture plan: Before the scheduling the teaching programme, the Institute plans the number of lectures to be delivered by a faculty member as per the syllabus of each subject keeping in mind the overall semester time planning.
2. Tracking of lecture plan: To monitor whether the units are being taught as per the syllabus and as per the schedule by the faculty member of each subject, on fortnight basis a review is done by the coordinator.
3. One page addendum for covering practical aspect of the concept/theory: To ascertain the learning of theory part, some practical exercises are added for and executed in the class rooms.
4. Case module included in syllabus: For all theory subjects, at the end of syllabus a separate case module is added. This case module contains the exemplary cases which are relevant to the course contents. These cases are discussed in the class rooms for understanding of the real life situation with respect to the subject.
5. Unit wise test conducted to check the learning form the unit: To evaluate the learning of the student from each of the unit of the syllabus, a test is conducted at the completion of each unit in the class room only. This test helps the subject teacher to understand the students level and understanding of the topic taught in the class, which is not possible in case of comprehensive test conducted for multiple units at one time.
6. Continuous evaluation of students is done as part of internal component by means of various activities including CCA, etc.

2.6.3 How does the institution collect and analyse data on student learning outcomes and use it for overcoming barriers of learning?

Continuous evaluation of students is done as part of internal component by means of various activities including CCA, unit wise test, field work, etc. All internal components are evaluated by faculty members and marks are displayed for students. All unit wise tests are discussed in the class and the students are advised for further improvements. The copies for unit wise tests are shown to students and questions are also discussed. CCA is done continuously carried out during all semesters to ensure student is learning the presentation skills which are being strongly focused.

2.6.4 Give Programme-wise details of the pass percentage and completion rate of students.
Refer **Annexure – 11** for program wise result information of students.

Any additional information regarding Teaching, Learning and Evaluation, which the institution would like to include.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the College have a research committee to monitor and address the issues of research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

The Research Committee comprise of the following members:

1. Dr. CA Pramod Kumar Jain – Principal
2. Dr. CA Prashant Jain – Executive Director
3. Dr. Mona Tawar – Director
4. Mr. Ketan Mulchandani - R&D Coordinator
5. Ms. Shweta Mogre - R&D Coordinator
6. Ms. Astha Tarey – R&D Co Coordinator

The R&D Department received few recommendations from the members as per their experience and observation. They are as follows:

Recommendations by management and faculty	Implementation/impact
The committee recommended that there should be some research-oriented activity which should be an integral part of the curriculum. Many students lack important (research) skills to succeed in academic or professional career	A concept of Research Paper was introduced as a part of CCA, which inculcated the skills of research in the students
Intellectual curiosity and making impact (on the research field Practice world)	Field Work
Avoid Duplicate Submissions	Faculty allots Topics for Major and Minor Research Projects
Standardize of the research work	Standard Format designed and published on Website for Research Paper, Synopsis and Final Report
Improvement in the quality of questionnaires	Panel to Review the Questionnaire
Social Relevance Project & Institute Project to be taken up	BRTS Project work started Village Visit Project Started FDI Report started Bye Pass Study for Real Estate Sector
Committee recommended on financial motivation for the faculty members to attend workshop / seminars outside Institute	50% re-imbursement granted to faculty members who attended / participated outside Institute in conference / seminars / etc.

3.1.2 What is the policy of the College to promote research culture in the College?

<u>Research and Development:-</u>

Institute began its research initiatives by setting up a dedicated R&D cell in 2009. The R&D cell focuses on research efforts of both faculty and students.

Institute has incorporated research as a key result area with the following objectives:-

- To create an environment conducive of research, for both faculty and students so as to build the intellectual capital of the institution.
- To instill research and other skills as needed by the industry among students. The research to be carried out by the students is aimed to generate knowledge about market realities for students such that they gain knowledge beyond theoretical knowledge being imparted in classrooms. Besides inculcating knowledge of a broader level, such research activities are also designed to build skills amongst students which include communication skills,

analytical and critical thinking skills. Faculty guidance is recognized as an important input to student research.

- To make faculty members more research-focused with a strong stress on producing research of publishable nature. Research is now a major faculty responsibility with the belief that business schools should not only provide teaching services but also create new knowledge through research.
- To create knowledge of managerial implications for the industry, thus, encouraging institute-industry interface.

Persons involved:

In advisory roles, following persons are involved with the R & D cell:

1. Dr. CA Pramod Kumar Jain, Chairman & Principal
2. Dr. Mona Tawar, Director
3. Dr. CA Prashant Jain, Executing Director
4. Mr. Ketan Mulchandani - Coordinator, R&D cell
5. Ms. Shweta Mogre - Coordinator, R&D cell
6. Ms. Astha Tarey - Support function, R& D cell
7. All faculty members

The guiding Philosophy behind the efforts in Student Activities at Institute:

The major philosophy guiding research at Institute is that research is a primary responsibility of educational institutions offering higher education-thus, development of such capabilities is highly required and can come about only when the institution gives research a priority.

The other major guiding philosophy of the institute is its responsibility in developing students such that they become 'job-fit' by instilling in them skills required in the industry. Most of the students who enter the institute come from rural areas with below average educational backgrounds in most cases. Thus, they lack in a number of basic skills, in particular, communication skills. Due to this lack, students also feel inhibited and under-confident. The institute recognizes these challenges and from these, activities have been developed such that the students learn the necessary skills. The guiding motto is, to bring an improvement among the students, especially in skills they would require to have to succeed in securing jobs, become financially independent and useful contributors to society at large: indicators of quality in higher education as recognized by various papers in the journal, University News. The experience of the institute has been a positive one, where it has been seen that student activities developed have indeed led to an improvement in the quality of the students such that they can meet industry requirements and thus secure jobs.

I. Student Activities undertaken under the R&D cell:

Student activities, broadly named as CCA, form a major initiative and area of focus at Institute. These activities have following objectives:-

1. To increase level of knowledge among students with a focus on practical know-how.
2. To build and develop skills needed among students which are valued by the industry and thus make them more 'job-fit'. These skills mainly are-communication skills, presentation skills and analytical skills.

Refer **Annexure – 7** for following:-

1. Detailed note on various CCA
2. Research Marks weight in overall curriculum
3. CCA related with research and developing research skills
4. Students contribution towards research with number of submissions

II. <u>Faculty Based Research:-</u>

1. Faculty has been involved in constructing cases and writing research papers Faculty has recently written research reports on current key issues or happenings with topics including Euro-Crisis, inflation, Succession Planning at Tata, etc. These topics have been further studied by students in their Minor Research Projects under the guidance of the same faculty who has written these reports.
2. Faculty members have also produced Review Papers based on select academic papers in a topic of their interest. These papers were then discussed in a subsequent faculty meeting for shared learning.
3. For the major research projects (MRP) which shall be submitted by the MBA students in their 4th semester, a thorough process has been followed such that faculty members submitted relevant MRP titles , wrote the abstracts for the same to allow screening of the titles and have already started with a background work on MRP studies they shall be guiding. This has been done mainly to ensure, faculty members provide effective guidance to the students, such that quality MRPs are carried out.
4. Quality Improvement Programme (QIP) is held in which faculty members share knowledge in the form of presentation based on a research paper or report written by them. These QIPs are held with the primary objective of bringing quality in teaching and fostering key skills by faculty among the students Conferences: National conferences are held annually to provide a platform for research scholars of various institutions to present their research work. Accepted papers are published in the Pioneer journal, 'Shodh'. Apart from conferences, other initiatives such as Staff development programmes, workshops and seminars have been conducted on a regular basis.
5. Faculty Development Programmes: FDPs are held regularly to build and update faculty knowledge and skills in case analysis and evaluation; research methodologies as well as the use of computer programmes such as SPSS. The FDPs are held by in-house faculty members or by inviting outside experts.
6. The Institute has a well-stocked library with a number of journals. E-library includes databases –EBSCO and J-Gate also form part of the resources made available by the institute for research purposes. Plans to increase the e-library database are being considered.

<u>Facilitating Research:-</u>

R&D Cell is responsible for facilitating Faculty Research through:-

1. Formalizing the Procedure for producing and monitoring Research Output of Faculty members: Providing time to time research related output expected from faculty members; research related instruction or information and providing a Framework of R&D Output of Faculty.
2. Providing institutional support in the form of:
   - Research Database: e-database; a well-equipped library
   - Faculty Development Programmes
   - Learnings from the Industry
   - Conferences and Seminars

3.1.3 List details of prioritised research areas and the areas of expertise available with the College.

The Institute has following research areas on priority in which all faculty members are involved:-

1. Research work for Bye pass real estate projects
2. Research work regarding FDI in India
3. Research work of UGC sponsored BRTS project at Indore
4. Survey based research for Village Visits

5. Case formulation and research papers of faculty members & students
6. Minor / Major Research Projects and Field Work for students

Expertise / Facilities available:-

1. Separate and dedicated R&D Cell
2. E-Library facility EBSCO and J-GATE
3. SPSS software
4. Various books and back volumes of journals as support available in Central Library
5. Research Methodology FDPs conducted regularly to equip faculty members towards research and develop expertise
6. Dedicated Research Committee

3.1.4 What are the proactive mechanisms adopted by the College to facilitate smooth implementation of research schemes/projects?

- **advancing funds for sanctioned projects**
- **providing seed money**
- **autonomy to the principal investigator/coordinator for utilizing overhead charges**
- **timely release of grants**
- **timely auditing**
- **submission of utilization certificate to the funding authorities**

The Institute is private self-financed Institute and does not receive any financial assistance of development / recurring nature. Institute received grants only related with faculty members and students such as minor / major research projects, conference / seminar. These funds are exclusively utilized for the purpose for which it is sanctioned. The grant utilization and filing of utilization certificate is done as per the guidelines and in timely manner. The responsibility has been fixed with the project co-ordinator / incharge and the Principal of the Institute. There is no delay in submitting / filing the documents. Accounts of the Institute along with the grant utilization are audited by an independent competent Chartered Accountant.

3.1.5 How is interdisciplinary research promoted?

- **between/among different departments of the College and**
- **collaboration with national/international institutes / industries.**

Institute organizes two national conferences every year – one in the area of Management and other in IT. The Institute has made it compulsory for all faculty members to participate in the same and publish research papers. Institute invites various faculty members across the nation and members from industries to participate in the panel discussion and write research papers. This way inter disciplinary research is promoted. Further R&D cell of the Institute works independently and ensures participation of all faculty members. The research work is taken as an integrated project taking a holistic approach for the Institute.

3.1.6 Enumerate the efforts of the College in attracting researchers of eminence to visit the campus and interact with teachers and students?

The Institute regularly invites researchers of eminence to visit the campus for the following activities:-

1. Evaluation of Minor / Major Research Projects of students
2. Delivering lectures to faculty members in Case Writing workshops, SPSS workshops, Research Methodology workshops, etc.
3. Inviting to chair / co-chair sessions for technical sessions / paper presentations in conference / seminars.
4. Regular invitation to interact with students and teachers to impart knowledge about research skills.

FDPs are conducted regularly, carried out by outside Experts or in-house faculty resources:-
Some recent FDPs held were:

- "Application of Econometrics in Research": 12/5/12 by Dr. R. C. Sharma
- A 4 day FDP on 'Research Methodology': 14th -20th June, 2012: by internal faculty members covering areas of such as Research design-setting research objectives and information needed; Writing a Literature Review; Questionnaire development; Statistical techniques and MS Excel.
- AICTE sponsored Faculty Development Program : 12th July 2010: 10 days programme attended by in-house faculty and faculty from across the country – "Research Methods for Managerial Decision Making"
- 'Total Quality Management (TQM)': AICTE Sponsored Staff Development Program (SDP) On July 20-30, 2011
- National Case Writing and Analysis Workshop: 28th -30th March, 2011 In Association with AIMS, Hyderabad
- Quality Improvement Program (QIP), 2011 4-19 July 2011: Faculty members made presentations on various facets involves in higher education: from curriculum planning to role of regulatory bodies.
- Workshop on Research Methodology -26/10/10: by Dr V K Jain
- Knowledge sharing and learning, July 2010: Presentations by in-house faculty members to other faculty members on topics such as Green Marketing, Tools of Financial Management, Consumer Decision Making, Subprime Crisis, OCTAPACE, Capital budgeting, Recent provision of Monetary Policy, etc.
- A 4 days workshop on "MS Excel" March 16th, 2009 to March 19th 2009 by in-house faculty member, Prof. Nilesh Jain.
- Awareness about Sponsorships and Grants amongst faculty members
    - CA Prashant Jain workshop on UGC Grants and Sponsorships (28/06/12)
    - List of UGC Grants Applications / Proposals Applied

3.1.7 What percentage of faculty have utilized sabbatical leave for research activities? How has the provision contributed to the research quality and culture of the College?

Institute regularly send faculty members across different institutions for attending conferences, seminars and presenting research papers. Institute has policy of re-imbursement of 50% expenditure on participating such seminars / workshops and presenting research papers. Institute has also sent faculty members including Director to attend panel discussions in other institutions. This enables Institute to gain experience of other colleges and helps to improve research quality. We have sent one faculty Ms. Aditi Naidu on sabbatical leave to Australia for pursuing post graduate program in Management.

3.1.8 Provide details of national and international conferences organized by the College highlighting the names of eminent scientists/scholars who participated in these events.

Refer **Annexure – 12** for details of conference and seminar organized by the Institute with name of expert / scholars who attended the same.

3.1.9 Details on the College initiative in transferring/advocating the relative findings of research of the College and elsewhere to the students and the community (lab to land).

Institute research work such as Field Work and Village Visits are examples where the findings of research and research abilities have been applied to the community. The Institute regularly applies its research abilities for community at large.

3.1.10 Give details on the faculty actively involved in research (Guiding student research, leading research projects, engaged in individual or collaborative research activity etc.)

All faculties are involved in guiding student research projects (minor / major). They are also engaged in guiding Field Work, Village Visits, Research papers, Project works, etc. Institute has also fixed responsibility on faculty members to prepare research papers and present them in different conferences.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization for last four years.

Approx. Rs. 5-6 lac is allocated in total budget for research. The major heads of expenditure is spent on research activities, EBSCO and other E-Library software, research software, etc. The budget allocated is utilized fully in the research activities. The management does not hesitate in spending amount more than the allocation in case the need arises.

3.2.2 What are the financial provisions made in the College budget for supporting student research projects?

As such no specific provision is made in the Institute for supporting student research projects. However, the Institute regularly spends amount for student research work in different heads such as inviting expert faculty members to impart training, evaluating, etc. Further, Institute is sponsoring all field work and village visit activities.

3.2.3 Is there a provision in the institution to provide seed money to faculty for research? If so, what percentage of the faculty has received seed money in the last four years?

We have a provision of need based finance / seed money for research to faculty members.

3.2.4 Are there any special efforts made by the College to encourage faculty to file for patents? If so, provide details of patents filed and enumerate the sanctioned patents.

No

3.2.5 Provide the following details of ongoing research projects:

	Year wise	Number	Name of the project	Name of the funding agency/Industry	Total grant received
A. College funded					
Minor projects	2013	01	1. Village Visit	College Funded	
Major projects	2013	02	1. Bye Pass Real Estate 2. Study of FDI Impact	College Funded	
Along with Industry					
B. Other agencies - national and international (specify)					
Minor projects					
Major projects	2011-12	01	Critical study and evaluation of BRTS at Indore	UGC	4,83,800/-
C. Industry sponsored					

3.2.6 How many departments of the College have been recognized for their research activities by national / international agencies (UGC-SAP, CAS, DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthrough due to such recognition.

The college is under the process of developing its research capabilities, therefore presently no such progression.

3.2.7 List details of completed research projects undertaken by the College faculty in the last four years and mention the details of grants received for such projects (funded by Industry/National/International agencies).

The college is under the process of developing its research capabilities, therefore presently no such progression.

3.3 Research Facilities

3.3.1 What efforts are made by the College to keep pace with the infrastructure requirements to facilitate Research? How and what strategies are evolved to meet the needs of researchers?

Institute began its research initiatives by setting up a dedicated R&D cell in 2009. The R&D cell focuses on research efforts of both faculty and students.

Institute has incorporated research as a key result area with the following objectives:-

- To create an environment conducive of research, for both faculty and students so as to build the intellectual capital of the institution.
- To instill research and other skills as needed by the industry among students. The research to be carried out by the students is aimed to generate knowledge about market realities for students such that they gain knowledge beyond theoretical knowledge being imparted in classrooms. Besides inculcating knowledge of a broader level, such research activities are also designed to build skills amongst students which include communication skills, analytical and critical thinking skills. Faculty guidance is recognized as an important input to student research.
- To make faculty members more research-focused with a strong stress on producing research of publishable nature. Research is now a major faculty responsibility with the belief that business schools should not only provide teaching services but also create new knowledge through research.
- To create knowledge of managerial implications for the industry, thus, encouraging institute-industry interface.

(Further details have been answered in Point 3.1.2)

3.3.2 Does the College have an information resource centre to cater to the needs of researchers? If yes, provide details on the facility.

R&D Cell is responsible for facilitating Faculty Research. The college has a huge library having 19000+ books with many national and international journals. It also has the subscriptions of e-journals such as EBSCO & J-GATE.

The library is furnished with most popular and eminent writer's books.

R&D Cell is responsible for facilitating Faculty Research through:-

i. Formalising the Procedure for producing and monitoring Research Output of Faculty members: Providing time to time research related output expected from faculty members ; research related instruction or information and providing a Framework of R&D Output of Faculty
ii. Providing institutional support in the form of:
iii. Research Database: e-database; a well-equipped library
iv. Faculty Development Programmes
v. Learnings from the Industry

vi. Conferences and Seminars

3.3.3 Does the College provide residential facilities (with computer and internet facilities) for research scholars and faculty?

Yes, the college provides the residential facility for research scholars and faculty member coming for various research/conference/seminar purposes on subsidized rates. Also they can access well-equipped college lab with latest computers with internet and other devices printer, scanner etc. Also the college campus is Wi-Fi enabled thus internet access is available through-out campus. Thus providing a comfortable and convenient environment to research scholars and faculty.

3.3.4 Does the College have a specialized research centre/ workstation to address challenges of research programmes? If yes, give details.

Yes the college is having a specialized research center which is known as the R&D Cell, established in 2009, where the research challenges are met out. The cell is led by R & D Coordinator, who arranges various programs that are research oriented. The R & D Cell faces the following core challenges:

1. A hyper competitive environment, due to scarce resources, sometimes increases the difficulty in managing research activities. For this, the R&D coordinator prepares a proper schedule, in line with the academic activities so as to utilize the time and intellectual capital of the faculty
2. Decreased funding support is met by the self-financed efforts and sponsored programs to run the research work
3. Sometimes there is excessive pressure to finish the course in less time. So the valuable time of faculty is utilized after the completion of their classes during a day.
4. Enabling research with the highest impact requires current and analytical data for better assessment that is sometimes unavailable in a resource-constrained environment.
5. Inadequate or insufficient information for study and analysis.

The need for research in faculty and students is sometimes not fully understood by Industries and respondents. For the researcher, a letter is issued from the college for the same.

3.3.5 Does the College have research facilities (centre, etc.) of regional, national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

At present college is in the process to develop it research center facilities to Regional/National repute.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the College through the following:

- **major papers presented in regional, national and international conferences**
- **publication per faculty**
- **faculty serving on the editorial boards of national and international journals**
- **faculty members on the organization committees of international conferences, recognized by reputed organizations / societies**

List of Publications by faculty members are enclosed as **Annexure – 13**.

3.4.2 Does the College publish research journal(s)? If yes, indicate the composition of the editorial board, publication policies and whether it is listed in international database?

Yes, Institute publishes research journal named as SHODH. It is publish twice a year. SHODH is having ISSN number. Composition of the editorial board is as under:

Editor in Chief:

CA Dr. P.K Jain

Editors:

Dr. CA Prashant Jain
Dr. Mona Tawar
Mr. Radheshyam Acholiya

3.4.3 Give details of publications by the faculty:

- **number of papers published in peer reviewed journals (national / international)**
- **Monographs**
- **Chapters in Books**
- **Editing Books**
- **Books with ISBN numbers with details of publishers**
- **number listed in International Database (For *e.g*. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)**
- **Citation Index – range / average**
- **SNIP**
- **SJR**
- **Impact factor – range / average**
- **h-index**

List of Publications by faculty members are enclosed as **Annexure – 13**.

3.4.4 Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty

There are two registered guides for guiding Ph.D. scholars by the DAVV in the Institute. As per the rules, eight candidates per guide are being guided by the guides.

3.4.5 What is the stated policy of the College to check malpractices and misconduct in research?

The Institute follows a policy and practice of receiving an undertaking from the Research Scholars, before publishing the full paper in the ISSN bearing Journal. Further, the editorial board performs a background and basic checks to ensure that duplication / copying is not done in publishing research papers.

3.4.6 Does the College promote interdisciplinary research? If yes, how many inter departmental / inter disciplinary research projects have been undertaken and mention the number of departments involved in such an endeavour.

Refer Point 3.1.5 for details.

3.4.7 Mention the research awards instituted by the College.

Institute every year awards / confers excellence award to eminent personalities in IT and Management.

3.4.8 Provide details of

- **research awards received by the faculty**
- **recognition received by the faculty from reputed professional bodies and agencies**

Recognition of Faculty members at National and International Level. as faculty are on Review Panel of International Journal, Ph. D. Guide for DAVV, Indore and BITS, Mesra, Ranchi and Bharthiyar university, Coimbatore

3.4.9 State the incentives given to faculty for receiving state, national and international recognitions for research contributions.

Nil

3.5 Consultancy

3.5.1 What is the stated policy of the College for structured consultancy? List a few important consultancy services undertaken by the College.

At present Institute is in the process to develop consultancy services.

3.5.2 Does the College have College-industry cell? If yes, what is its scope and range of activities?

Yes, the Institute has a college-industry cell named as Training & Placement Cell.

SCOPE

- The students are informed about the industrial requirements by organizing interactive programs with various industries through CTC- College to Corporate. For the BBA students it is mandatory to work on a social project that is related to various local NGO working in various area in Indore. A NOC is also issued to students from the college.
- The cell organizes Workshops, Symposia with joint participation of the students and the industries.
- Encourages experts to visit college to deliver lectures.
- Participation of experts from industry in curriculum development.
- Arranging visits of faculty members to various industry
- Professional consultancy by the faculty to industries
- Short-term assignment of writing cases to faculty members in industries.
- Visiting faculty/professors are invited from industries.
- Practical training of students in industries through Industrial Visits is provided.

RANGE OF ACTIVITIES

The cell conducts various activities from class room to the corporate. Following activities are conducted:

- Class room Lectures by industry experts on focused on specific skill development
- Workshop, seminar by field experts on various work areas
- Summer Internship Programme (SIP) for 30-45 days
- Industrial Visits
- Training for soft skill development
- Design Field work projects and help students in executing them

3.5.3 What is the mode of publicizing the expertise of the College for consultancy services? Mention the departments from whom consultancy was sought.

Not initiated so far as Institute is building its research expertise & industry network in the area of consultancy services.

3.5.4 How does the College encourage the faculty to utilise the expertise for consultancy services?

Not initiated so far as Institute is building its research expertise & industry network in the area of consultancy services.

3.5.5 List the broad areas of consultancy services provided by the College and the revenue generated during the last four years.

Not initiated so far as Institute is building its research expertise & industry network in the area of consultancy services.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the College sensitize the faculty and students on Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students' campus experience.

Institute has separate and independent Social & Entrepreneurship Cell. The cell was established with primary objective of social responsibility and activities. Institute has strong concern over society and social issues. Institute is conducting regular social programs. One of the newly introduced programs is Village Visit. In this program, team of student and teachers are sent to visit village with specific intention and object of understanding socio-economic problem of village and further providing solutions to the problems. Detailed visit report is also prepared along with photographs. This is discussed and finalized with the faculty. This instills survey based research skills also in the student and faculty. Further it sensitizes the faculty members and students towards village problems.

Beyond this, Institute is conscious about the environment also. Regular tree plantation, maintaining a green pollution free campus, water recharging, etc. are few examples. Institute has also taken care of the acute water problem faced by birds and animals by taking this as one of the agenda in Social Cell. Students and teachers team visited the colony area of the Institute and has spread awareness. Also lot of water pots has been installed within and outside the campus for birds and animals so that they can get water. This was appreciated by the media also.

Institute is also involved in charitable activities such as donation and looking after blinds, deaf, dumb. In recent time, Institute has organized kite flying festival on makar sakranti for deaf and dumb. This was taken up as a separate activity in which all faculty and students were involved. The aim is to develop social awareness and to instill values amongst all.

Recently Institute has also taken up an initiative where free of cost education has been provided to students who belong to poor family and reside in slum areas. The education was provided free and the teachers involved also contributed by not charging any remuneration. This was appreciated by the media also.

Regular visits to orphanage, old homes, NGOs, etc. organized by the Institute in which team of students and faculty members are sent. During the election time, Institute has spread awareness about the value of vote also by organizing several seminars.

Detailed list of activities done by Social Cell are enclosed as **Annexure – 14**.

3.6.2 How does the College promote College-neighborhood network and student engagement, contributing to holistic development of students and sustained community development?

Institute promotes neighborhood network and student engagement by organizing several social cell activities. A close interaction and relation is maintained with the neighborhood and colony members. They are regularly invited and also Institute shares the infrastructure to the neighborhood members for activities such as yoga, sports, events, etc.

Teachers and Students are sent to villages in which they are creating awareness about voting rights, sanitation, hygiene, health and nutrition, education, child marriage, etc.

Detailed list of activities done by Social Cell are enclosed as Annexure.

3.6.3 How does the College promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

Institute has applied recently for NSS center and the approval letter is awaited. However, Institute regularly promotes the participation of students and faculty by sending them outside the Institute in such activities.

Detailed list of activities done by Social Cell are enclosed as **Annexure – 14**.

3.6.4 Give details on social surveys, research or extension work (if any) undertaken by the College to ensure social justice and empower the under-privileged and most vulnerable sections of society?

Two important projects which are now part of the Curriculum of Institute namely Field Work and Village Visit are organized. These ensure that social survey and "survey based research" is learned by the students and faculty members.

Detailed list of activities done by Social Cell are enclosed as **Annexure – 14**.

3.6.5 Give details of awards / recognition received by the College for extension activities / community development work.

So far Institute has not received any award / recognition. However, Institute Social work and extension activities have been appreciated to a great extent by the media and surrounding colony members.

3.6.6 Reflecting on objectives and expected outcomes of the extension activities organized by the College, comment on how they complement students' academic learning experience and specify the values and skills inculcated?

Institute extension activities are designed to inculcate following values and skills:-

1. Developing a human feeling towards the community problems
2. Developing survey based research skills
3. Understanding and evaluating social, economic problems and concerns
4. Creating awareness amongst all faculty members and students
5. Applying theoretical concepts learned in academics outside practically and linking academic knowledge with practical world

3.6.7 How does the College ensure the involvement of the community in its outreach activities and contribute to the community development? Detail the initiatives of the College which have encouraged community participation in its activities.

Detailed list of activities done by Social Cell are enclosed as **Annexure – 14**.

3.6.8 Does the College have a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles?

Two important projects which are now part of the Curriculum of Institute namely Field Work and Village Visit are organized. These ensure that students are compulsorily involved in social activities which promote citizenship roles.

3.6.9 Give details on the constructive relationships (if any) with other institutions in the nearby locality in working on various outreach and extension activities.

Regular visits to orphanage, old homes, NGOs, etc. organized by the Institute in which team of students and faculty members are sent. As such the institute is not having any formal tie up, but many organizations look upon Institute for organizing community activities and events, as the Institute has made meaningful contributions in cash or kind at different stages, as and whenever required. The Institute along with the team of faculty members and students have done charity and made collected a good amount for the upliftment of the needy people in the society.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

So far the Institute has not awards received by the institution for extension activities and/contributions to the social/community development during the last four years, but the Institute has been recognized and appreciated at various platforms. The ICAI has formally honored the Principal and the Institute for the extension activities done towards the community.

3.7 Collaboration

3.7.1 How has the College's collaboration with other agencies impacted the visibility, identity and diversity of activities on the campus? To what extent has the College benefitted academically and financially because of collaborations?

As such Institute does not have formal and signed collaborations with other agencies. However, Institute has strong network with Industry such as Capital Via, Capital Heights, Safexpress Pvt. Ltd. where the students are regularly sent to learn practical aspects of academics. To illustrate, students are regularly sent to Safexpress Pvt. Ltd. to learn practical application of supply chain and logistics management. There are no financial benefits involved in any of the activities.

3.7.2 Mention specific examples of, how these linkages promote

- **Curriculum development**
- **Internship, On-the-job training**
- **Faculty exchange and development**
- **Research, Publication**
- **Consultancy, Extension**
- **Student placement**
- **Any other, please specify**

Curriculum development:

The college has designed a format of acquiring Feedback from the Industry people, where Feedback Forms are distributed to the various Employers regarding the curriculum effectiveness and thereafter their expectations from the students as employees are met out.

Internship, On-the-job training:

The linkages have helped the students in various ways. Regarding Internship and On-the-job training, the linkages promoted in students the following:

- Gaining exposure to real-world problems and issues that perhaps are beyond the theoretical knowledge
- Cultivating adaptability and creativity in a challenging world
- Increase marketability for the employers thus committing to full-time employment
- Easy transition for the students before entering the actually work.
- Increase opportunities within a company for faster advancement and growth.
- Increase self-confidence in the students to be a professional.
- Having personal growth experiences and exposure to different job opportunities.

Apart from this students gain experience, skill development, professional connections, academic credit, earnings, the opportunity to represent Pioneer Institute by providing services to others.

Faculty exchange and development:

Institute regularly invites & sends faculty members from different institutions for delivering specialized lectures to the students. Also Institute invites faculty members for panel discussions in conferences and seminars. Various faculty members across the state attend Institute panel discussions and provide their inputs.

Quality Improvement Programme (QIP) is held in which faculty members share knowledge in the form of presentation based on a research paper or report written by them. These QIPs are held with the primary objective of faculty development. Other initiatives such as Staff development programmes, workshops and seminars have been conducted on a regular basis.

FDPs are held regularly to build and update faculty knowledge and skills in case analysis and

evaluation; research methodologies as well as the use of computer programmes such as SPSS. The FDPs are held by in-house faculty members or by inviting outside experts.

Research, Publication

Faculty members are sent in groups to various industries wherein they study the industries based on Primary and secondary data and hence develop cases that are published in the Institute Journal bearing ISSN Number.

Consultancy, Extension

The Principal of the college has provided consultancy to various industries and extension programs.

Student placement

Student placement record is enclosed as Annexure.

3.7.3 Does the College have MoUs nationally / internationally and with institutions of national importance/other universities/ industries/corporate houses etc.? If yes, explain how the MoUs have contributed in enhancing the quality and output of teaching-learning, research and development activities of the College?

No

3.7.4 Have the College industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

No such highly specialized lab / facility created.

Any additional information regarding Research, Consultancy and Extension, which the institution would like to include.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 How does the College plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

Yes the College has planned adequate availability of physical infrastructure and ensures its optimal utilization. The adequate availability of physical infrastructure includes:

Highlights of Physical Infrastructure available at the Institute:-

1. Area: Over 5.5 acres of land
2. All internal roads of Institute are covered with inter-lock tiles
3. Greenery: Lush green surroundings having more than 2,500 trees with gardens
4. Built up Area: 1,50,000 square feet
5. New Building Construction with constructed area 17,000 sq ft for future expansion
6. Huge Ground for Outdoor Games such as Cricket, Football, Volleyball & Basketball
7. Indoor Games Facilities such as T.T., Badminton, Chess & Carrom.
8. Well-furnished Auditorium (800 capacity)
9. Air Conditioned Conference Room (200 capacity)
10. Two Seminar Rooms (150 capacity each)
11. Board Room (30 capacity)
12. Computer Labs (three)
13. Wi-Fi Campus
14. Spacious Air-cooled Central Library (Separate Library facility for UG)
15. Hygienic Cafeteria
16. Hostel Facility Boys (34 Students) & Girls (78 Students) separately with full time warden.
17. Video Conferencing Facility
18. Reprographic facility in the Library
19. Power back up DG Set with 60 KVA Capacity with Shade (It can run complete college on power failure)
20. Institute has First Aid Centre (Sick Room)
21. Training & Placement Cell with Counseling and Guidance Room
22. Research & Development Cell (R&D)
23. Entrepreneurship Development Cell (EDC)
24. Internal Quality Assurance Cell (IQAC)

4.1.2 Does the College have a policy for creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

The college has a policy for creation and enhancement and the planning that focus on:

- How the creation of infrastructure will contribute to sustainable development.
- How the objectives will be integrated with other policies.
- Consider relevant issues in relation to safety and technology.
- Decisions of specific locations, where appropriate, in order to provide a clear framework for investment and planning decisions.
- Planning is also related to Water Supply, Hazardous Waste, Waste Water Treatment

In order to promote a good teaching-learning environment, the infrastructural initiatives are as follows:-

- Audio-Visual teaching aids.
- Use of LCD projectors
- Use of E-Library and latest software
- Power backup facility

- Latest IT infrastructure
- Separate Board Room, Seminar Halls, Lecture theaters, etc

(Detailed list of infrastructure has been highlighted in Point 4.1.1)

Departments and Research Centers

All the Departments and research centre is endowed with good infrastructure facilities. Adequate number of classrooms, faculty rooms, office rooms, seminar halls, libraries and reading room facilities, state of art laboratories with sophisticated equipment.

A large number of computers with networking and internet connectivity for the benefit of students, research scholars and faculty members are offered. There are more than 295 computers available for students and faculties in the campus. These computers are updated periodically and more computers are added regularly. Water supply in the campus is met by providing safe drinking water facility to all the departments and hostels.

Maintenance of facilities

The maintenance of all the physical facilities including the buildings, roads, lawns, gardens, electrical, water fittings, water resources, generators etc. are done by the college. The college also maintains computer networking, internet, website, all the servers, database and the digital library, etc. Internet connectivity is available to all the departments through Campus-wide network and is also provided to the Hostels.

Library as a learning resource:

The Library is separately located in a well architecture building in the campus and is well furnished with all resources including e-library resources. The Library has separate Hall with stacks for housing the books, journals, magazines and reference books with a big and well-furnished reading hall. The library has a collection of books, e-books, a number of journals and audio-video cassettes. The number of books, journals and periodicals are updated every year. The library is providing reprographic facilities for the benefit of students and research scholars. The library is kept open throughout the year except on holidays from 9 am to 6 pm. The library provides open access system for the users including students, research scholars and teaching faculty.

Sports facilities

- Huge Ground for Outdoor Games such as Cricket, Football, Volleyball & Basketball
- Indoor Games Facilities such as T.T., Badminton, Chess & Carom.

Hostel

The hostel rooms are provided with fans, good lighting, and adequate water facility, recreation centre, playing ground, newspapers and magazines. Each hostel is provided with a television and cable connectivity. The hostel is having Wi-Fi facility and so the students can access internet from their respective rooms using their lap-tops. The hostels are provided with a good hygienic cooking facility and spacious dining hall. There is 24 hours watch and ward for boys and girls hostels. The hostel is provided with hot water facility in the bathrooms. The hostel is having Grievance Redressal Committee and is provided with telephone facility to receive calls from outside. The key features of hostel include dividing system for boarding, Purified drinking water, spacious kitchen, Internet facility with WIFI, Massive dining hall, etc.

4.1.3 Does the College provide all departments with facilities like office room, common room, separate rest rooms for women students and staff?

Yes, the college does provide office room, common room, and separate rest rooms for women students.

4.1.4 How does the College ensure that the infrastructure facilities meet the requirements of students/staff with disabilities?

Institute has all the arrangements kept ready for student and staff with disabilities. E.g. ramp has been created in case anyone is physically challenged which gives access to class rooms, computer lab and library.

4.1.5 How does the College cater to the residential requirements of students? Mention

- **Capacity of the hostels and occupancy (to be given separately for men and women)**
  - Hostel Facility Boys (outside the campus) (34 Students) & Girls (within the campus) (78 Students) separately with full time warden. More than 80% of hostel remains occupied.
- **Recreational facilities in hostel/s like gymnasium, yoga center, etc.**
  - Yes, the college provides Recreational facilities for yoga and it is the biggest center in Mahalaxmi Nagar, Indore
  - Large play ground is available for Cricket, football, volleyball etc.
  - Indoor games facilities provided for table tennis, badminton, chess
- **Broadband connectivity / wi-fi facility in hostel/s.**
  - Yes, the complete campus has Internet Connectivity with 2 MBPS speed & is Wi-Fi enabled.

4.1.6 How does the College cope with the health related support services for its students, faculty and non-teaching staff on the campus and beyond?

The college is located in mid of the city, thus medical facilities are available within reach. Apart from it the college has developed following facilities to cater the needs related to health support services to students, Faculty and non-teaching staff:

- The college has a facility of Sick room with first aid box. The medicines required for initial treatment are available there.
- College has Homoeopathy Clinic (OPD) within the campus where qualified doctor is available daily.
- College regularly conducts awareness camps and health check-up for all students and staff.
- The nearest Hospital with all latest facilities is 200 metres approx. which has a tie-up with college (namely KIBS Hospital).
- Also the college has have tie-up with the leading hospitals such as:
  - Bombay Hospital
  - Rajas Eye Hospital
  - KIBS Hospital
  - Raj Shree Hospital

4.1.7 What special facilities are made available on the campus to promote interest in sports and cultural events?

AUDITORIUM: The institute has a huge auditorium to accommodate more than 800 people. Various activities such as cultural, extracurricular, co-curricular and indoor games are organized in the auditorium on regular basis. The auditorium is also available to Service Organizations like Rotary International for their activities.

SPORTS FACILITY: Pioneer students have facility of indoor as well as outdoor games such as Table tennis, Carom, Chess, Badminton, Volleyball, Basketball, Football, and Cricket. Institute has a ground for other activities also. Institute regularly hosts state level competitions at the ground. There are several sports events and matches which are played by all students of the Institute. College has a dedicated sports teacher for guiding the students and organizing sports events. College also organizes Annual Sports meet where all types of games are played by the students and finally prizes are distributed.

UDBHAV: The Institute organizes the annual function UDBHAV every year in which the students actively participates in various activities such Singing, Dancing, Drama, Debate, Elocution, Mimicry, Skit, Stress Buster and Cultural Program including Fashion Shows. Many activities are held during the function which involves dance competition, singing competition, face painting, Skit etc.

Inter-college events: College Notice board also gives the information & also sends students to various inter-college events being organized by different colleges and university departments.

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes, the Library has Advisory Committee having following composition:-

1. Principal
2. Head Librarian
3. Director

Role of Library Committee:-

- The committee guides the Librarian in formulating general library policies and regulations which govern the functions of the library.
- It provides proper documentation services and up dating the Library collection.
- To adopt measures to enhance readership
- To prepare budget and proposals for the development of the Library.
- To update management on the functioning of the library
- To select books for teachers on various subjects apart from academics.

Initiatives taken by Library Committee:-

- Change of flooring in Library with tiles
- Air-Cooling system
- Interior with aluminum partitioning
- Internet facility
- Introduction of software LIBSYS (for automation)

4.2.2 Provide details of the following:

* **Total area of the library (in Sq. Mts.):** 227.69 Sq. Mts.
* **Total seating capacity:** 60
* **Working hours (on working days, on holidays, before examination days, during examination days, during vacation)**
    - On working days - 09 hours (9.00 AM to 6.00 PM)
    - On holidays - No

- Before examination days - 09 hours (9.00 AM to 6.00 PM)
- During examination days - 09 hours (9.00 AM to 6.00 PM)
- During vacation - 09 hours (9.00 AM to 5.00 PM)

* **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**
  - Individual reading carrels -No
  - Lounge area for browsing and relaxed reading- Yes
  - IT zone for accessing e-resources- Yes
* **Access to the premises through prominent display of clearly laid out floor plan; adequate signage; fire alarm; access to differently abled users and mode of access to collection)**
  - Easily accessible to from Reception area.
  - Adequate signage;-Yes
  - Fire Security-Yes
  - Access to differently abled users and mode of access to collection- Yes open access system

4.2.3 Give details on the library holdings

a) Print (Books, back volumes and thesis)
b) Non Print (Microfiche, AV)
c) Electronic (e-books, e-Journals)
d) Special collection
(e.g. Text book, Reference books, standards, patents)

Details furnished as under:-

Particulars	**Details**
Number of Books	21,645
Number of Titles	5,428
Number of Daily Newspapers	06 Daily and 02 Weekly
Number of Journals	119
E-Library Facility	EBSCO and J-GATE
Number of Management Films	21
Number of CD/DVDs of Magazines, Projects and Books	2,691
Library Management Software	LIBSYS Version 6.1 (Date of Order: 15/11/2011 and Date of Implementation: 28/11/2011)
Number of Minor Research Projects (Introduced since year 2009)	223
Number of Major Research Projects	2130
Number of Hard Bound Periodicals (Back Volumes)	1,014

4.2.4 What tools does the library deploy to provide access to the collection?

*** OPAC**
*** Electronic Resource Management package for e-journals**
*** Federated searching tools to search articles in multiple databases**
*** Library Website**
*** In-house/remote access to e-publications**

Details furnished as under:-

Particulars	Details
E-Library Facility	EBSCO and J-GATE
Website for E-Journals / articles published	www.pioneerjournal.in
Library Management Software	LIBSYS Version 6.1 (Date of Order: 15/11/2011 and Date of Implementation: 28/11/2011)
Field Work Support	Professors and Guides Help in Field Work
Infrastructure within library	Equipped with large tables having electric sockets for charging and is Air Cooled
Internet Connectivity	Wi-Fi
E-Library Availability	EBSCO and J-GATE access available
Xerox / Reprographic Facility	Available
Stacking of Books and Journals	All books and journals properly stacked in racks and closed cabinets and location is controlled by LIBSYS software for easy traceability.
Reading Room	Separate reading room for newspapers and reference journals available within library.
Book Bank Facility	Available
Library Feedback System	Library takes feedback time to time from students and teachers and is forwarded to management for implementation
Library Network	1. Reputed Vendors and Publishers visit our library frequently to show latest arrival of books (catalogue in library) 2. Sample copy of various latest books are received by the Library for teachers evaluation and feedback 3. Library also receives information time to time for new arrivals from E-Library Network
Bar Coding Facility	Yes

4.2.5 To what extent is the ICT deployed in the library?

*** Library automation**
*** Total number of computers for public access**
*** Total numbers of printers for public access**
*** Internet band width speed _ 2mbps _ 10 mbps _ 1 gb (GB)**
*** Institutional Repository**
*** Content management system for e-learning**
*** Participation in Resource sharing networks/consortia (like Inflibnet)**

Details furnished as under:-

Particulars	Details
Library Management Software for automation	LIBSYS Version 6.1 (Date of Order: 15/11/2011 and Date of Implementation: 28/11/2011)
Total No of computers for public access	More than 295 computers
Total No of printers for public access	4-5 systems within library and rest in Computer Lab for access to all students and staff
Internet band width speed	2 MBPS (Wi-Fi)
Field Work Support	Professors and Guides Help in Field Work
E-Library Facility	EBSCO and J-GATE
Infrastructure within library	Equipped with large tables having electric sockets for

	charging and is Air Cooled
Xerox / Reprographic Facility	Available
Stacking of Books and Journals	All books and journals properly stacked in racks and closed cabinets and location is controlled by LIBSYS software for easy traceability.
Reading Room	Separate reading room for newspapers and reference journals available within library.

4.2.6 Provide details

- **Average number of walk-ins:** 27.39
- **Average number of books issued/returned:** 28.3/8.666
- **Ratio of library books to students enrolled:** 1: 25.5248
- **Average number of books added during last three years:** 1649
- **Average number of login to OPAC:** 100-150 approx. per day
- **Average number of login to e-resources:** 100-150 approx. per day
- **Average number of e-resources downloaded/printed:** Approx. 200 downloads per day
- **Number of information literacy trainings organized:** Library staff regularly sent for training of automated software LIBSYS. Also LIBSYS staff conducts regular training at Institute. EBSCO conducts seminars regularly for all students within Institute to provide training on E-Library.

4.2.7 Give details of the specialized services provided by the library

- **Manuscripts:** Available. Further Institute has published lot of books which are kept in library for reading.
- **Reference:** The college library has huge number of books available for detailed knowledge of any specific subject. These reference books are not issued but are for ready reference in the library only.
- **Reprography:** The library has reprographic facility.
- **ILL (Inter Library Loan Service):** For students of the college the library provides Book Bank Facility. In this Book Bank Facility each student gets issued a set of 5 books for whole semester. This helps student to have all basic books required through-out the semester. Apart from this student can get books issued on his library card as normal practice.
- **Information Deployment and Notification:** Library information is updated and dispersed through Website.
- **OPAC** College has a dedicated website for Journal and other publications (www.pioneerjournal.in) which provides the various publications of the college online.
- **Internet Access** The library has internet connection with 2 MBPS speed (Wi-Fi). Also it has 3 dedicated computers systems for public access.
- **Downloads:** In library users can search and download the required contents on public computers and the same can be transferred to other devices. Normally students have their own laptop where they can access E-Library resources and download them.
- **Printouts** Library has a dedicated printing facility for taking printouts. However, students prefer soft copy.
- **Reading list/ Bibliography compilation:** Library has maintains proper reading list of books and various reading materials available.
- **In-house/remote access to e-resources:** College has a dedicated website for Journal and other publications (www.pioneerjournal.in) it provides the various publications of the college online.
- **User Orientation:** Yes
- **Assistance in searching Databases:** Yes

* **INFLIBNET/IUC facilities:** NA

4.2.8 Provide details on the annual library budget and the amount spent for purchasing new books and journals.

(Amount in Rupees in Lacs)

Particulars	**FY 2009-10**	**FY 20010-11**	**FY 20011-12**
Budget	7.00	8.00	5.00
Actual Expenditure	7.80	9.20	5.18

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services.

Library Feedback System	Library takes feedback time to time from students and teachers and is forwarded to management for implementation. Based on the feedback and request from teachers, books are ordered / purchased. Besides, Library advisory committee suggests changes for improving library services.
Library Network	1. Reputed Vendors and Publishers visit our library frequently to show latest arrival of books (catalogue in library) 2. Sample copy of various latest books are received by the Library for teachers evaluation and feedback 3. Library also receives information time to time for new arrivals from E-Library Network

4.2.10 List the infrastructural development of the library over the last four years.

Number of books added in past years:-

Particulars	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14 (Till date)**
Books Purchased	2492	2475	3066	1625	829	198
Journals	67	88	97	109	119	122

Apart from adding books to the library following developments were made for improved facilities:

1. Change in Flooring (tiles)
2. Periodical section (separate cabin)
3. E-library (IT Zone for accessing E –resource internet) (separate-cabin)
4. Counter (new)
5. Chair (new) - 60
6. Bag stand (steel-frame)-03
7. Notice board (glass-frame)
8. Display board-new arrival /arrived books
9. Display board for Institute Publication –Journals and books
10. Library stack-holding details board
11. Printers-01
12. Barcode printing equipment – 01
13. Barcode reading equipment scanner -01
14. Back-up battery-03
15. Computer systems-04
16. Library automation- LIBSYS Software

4.2.11 Did the library organize workshop/s for students, teachers, non-teaching staff of the College to facilitate better Library usuage?

Yes, the library organizes training sessions for students and teachers. Also non-teaching staff of the college attend the same for better usage.

4.3 IT Infrastructure

4.3.1 Does the College have a comprehensive IT policy addressing standards on IT Service Management, Information Security, Network Security, Risk Management and Software Asset Management?

Yes, Institute has IT Policy covering all areas. The management of the Institute is also well qualified to frame and understand IT policy and procedures and possess DISA qualification.

4.3.2 Give details of the College's computing facilities (hardware and software).

- **Number of systems with configuration**
- **Computer-student ratio**
- **Dedicated computing facility**
- **LAN facility**
- **Wifi facility**
- **Propriety software / Open source softwares**
- **Number of nodes/ computers with internet facility**
- **Any other**

IT Infrastructure Snapshot

Particulars	**Details**
Number of Systems	295
Number of Servers	02
Internet Connectivity	2 MBPS
Networking / LAN Facility	LAN connectivity on all systems
Number of LCD Projectors	21
Number of Laboratories	04
Number of Licensed Software	80
Hardware Details	Yes maintained such as switch, hubs, etc. Network tools are also available.
Video Conferencing Facility	Available on Board Room System
Wi Fi Access	Yes
Working Hours	08:30 AM to 06:00 PM
Other Computer Peripherals	Printer, Scanner, UPS, etc.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

Refer Point No 4.3.2

4.3.4 Give details on access to online teaching and learning resources and other knowledge, and information provided to the staff and students for quality teaching, learning and research.

All information of teaching and learning resources is provided at Institute official website www.pioneerinstitute.net. The details of Institute web presence are enclosed as **Annexure – 15**.

4.3.5 Give details on the ICT enabled classrooms/learning spaces available within the College and how they are utilized for enhancing the quality of teaching and learning.

The Institute understands the importance of use of technology for the improvement of teaching and learning. The Institute has well equipped class rooms, library and laboratory with latest technology instruments. The Institute has installed LCD Projector in various class rooms, computer lab, conference hall and board room. The campus is Wi-Fi enabled which gives easy access to the internet and other information resources. LAN system is also installed in the campus for sharing of data and resources. Apart from this, the Institute has also developed some class rooms with larger capacity for conducting Seminars and Workshops and other events with the facility of LCD projector and Audio system. Also the college library is enabled with Computers and Internet technology.

The regular classes are conducted with help of LCD projectors which saves time and gives better understanding of the topic. All the Computer labs are well equipped with latest computers, Internet access and LCD projector facility. For practical demonstration classes labs are utilized for better understanding of the topic and practical learning of the student. ICT enabled library gives student an exposure to the world of e-knowledge which helps him to solve academic and co-curricular assignments.

4.3.6 How are the faculty facilitated to prepare computer aided teaching-learning materials? What are the facilities available in the College or affiliating University for such initiatives?

The Institute promotes the use of computer aided teaching learning methods and materials. For this the Institute has developed all required infrastructure which enables the faculty members to develop their own Power point presentations, animations, videos etc.

The Institute has computer system with latest configuration and internet access to all departments. Also in lab, there are computers reserved for faculty members. The Institute has subscription of EBSCO and J-GATE online Journals which faculty members can access. Also many books are available in soft form, which can be utilized for preparing the computer aided materials. The Institute also conducts training sessions and workshops to make all learn these technologies. Training sessions are conducted for EBSCO and J-GATE, MS-Power Point, MS Excel etc. for faculty members to update their knowledge and improve their teaching methods.

4.3.7 How are the computers and their accessories maintained? (AMC, etc.)

The Institute has appointed a dedicated and qualified team for the maintenance of the computers and their accessories. The team comprise of System Administrator, Network Analyst and Lab Assistant. All computers & accessories are maintained in-house by permanent qualified staff.

4.3.8 Does the College avail of the National Knowledge Network connectivity directly or through the affiliating University? If so, what are the services availed of?

No

4.3.9 Provide details on the provision made in the annual budget for update, deployment and maintenance of the computers in the College?

Every year budget is sanctioned for computer deployment and their maintenance. Approx. Rs. 4-5 Lacs are spent for upgradation of computer lab including their maintenance.

4.4 Maintenance of Campus Facilities

4.4.1 Does the College have an Estate Office / designated officer for overseeing maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

Yes, College has a designated office and officer for the maintenance of buildings, class-rooms and laboratories. The officer appointed is engineer and is responsible for overall maintenance of the

premises. It includes civil, electrical, furniture etc. Some of the initiatives taken for the improvement of physical ambiance are following:-

- Cement block all around the campus
- Plantation in Canteen area and front area
- Renovation of flooring in Academic Block, Library, Confidential Section
- False ceiling and lighting in the corridors of Academic Block
- Water shed over windows
- Carpet in faculty rooms
- Renovation of toilets for boys and girls
- Various Repair and water proofing in buildings
- Additional electric fitting for computer systems in faculty rooms/academic section/ confidential section
- Air cooled Library, Lab, Confidential Section

4.4.2 Does the College appoint staff for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained? Give details.

Yes, College has appointed staff for maintenance and repair of building, class-rooms, laboratory and library. They regularly maintain the infrastructure of the college.

From time to time, the management renovates the building and also takes care of all the equipment being maintained. For this a budget is passed that is purely dedicated to maintenance and repair of the college infrastructure, hostel, sports ground etc.

Any additional information regarding Infrastructure and Learning Resources, which the institution would like to include.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the College have an independent system for student support and mentoring? If yes, what are its structural and functional characteristics?

The College has an independent system for student support and mentoring. This system supports student in academics, sports and cultural activities. The students are mentored for their academics, career and skill development activities. Counseling is provided to them to develop ethics, human values, responsible behavior and environmental awareness.

The student support system in the college renders support to student regarding academic tasks, personal issues, career challenges etc. The Mentors meet on regularly basis and discuss the issues. Apart from supporting them in their class assignment, syllabus, projects, the mentors also support student for decision making such as subject selection, career path selection etc. Also the mentors extend support on personal matters. The College has specialized trainer facility for soft skills and language development that helps students to overcome from their hesitation and shyness.

The student support system at college helps eliminating the fear of being alone by providing appropriate and positive feedback on the students' performance, encouraging a student to be independent, giving valuable time, giving direction and assistance, sharing experiences, solving common difficulties.

The Structural and Functional Characteristics of Student Support and Mentoring helps in the following:

- Individual acknowledgment, recognition and appreciation
- Providing constructive criticism and positive feedback
- Advice on balancing teaching, research, committee work and other responsibilities
- Knowledge of formal and informal rules and regulations for discipline and development
- Knowledge of the procedures of the college
- Counselling on education
- Reduction of pressure and anxiety by providing psychosocial support

5.1.2 What provisions exist for academic mentoring apart from class room work?

The college follows the following set up to monitor the academic process of students.

Faculty members are made section in charge/mentors, who looks after the overall progress of the students. They report the same to the academic coordinators and the academic coordinator oversee the entire course of action.

The section in charge/mentors monitors the attendance of the student and reports irregularity of any student to the class in-charge and the academic coordinator. The parents of irregular students are being brought the same in notice either by calling on phone or by writing letters and are asked to meet the Principal/Director, wherein the consequences are being told and remedial actions are suggested.

The mentors maintain secure bond with the students both inside as well as outside the classes and campus and monitor their performance in the unit wise test and internal exams. The mentors keep contact with all the teachers and interact regarding complexity in learning a particular subject/topic, and give remedial care to the student.

The following faculty members are giving counseling and mentoring:

1. Ms. Kumkum Sinha - Academic Counseling
2. Mr. Praveen Tiwari - Placement Counseling

3. Mr. Sumit Zokarkar - Counseling related to Examination
4. Ms. Rashmi Farkiya - Counseling to girls

5.1.3 Does the College provide personal enhancement and development schemes for students? If yes, describe techniques employed e.g., career counselling, soft skill development, etc.

The College ensures personal enhancement of students and developing their skills by arranging diverse workshops related to co-curricular activities, entrepreneurship development, IT skills, using audio-visual aids, value addition and skill development workshops and seminars. It is mandatory to give presentations at least four times in a semester on various topics so as to develop the core skills.

The methods, techniques and instruments employed in career counseling for evaluating certain characteristics includes individual features of students, such as: aptitude, personality, interests and values in the professional sphere, knowledge acquired in school and college and work experience of students (if any).

The college recognizes the significance of communication skills for better career options and various techniques are adopted. Regular classes are arranged to enhance verbal and written communication skills, group discussions, essay writing, dictation, extempore etc. Apart from this, learner centric teaching techniques are also a mandatory part of curriculum like Field Visits, Panel Discussions, Group Interaction; Mock Personal Interviews are adopted to make learning process effective. Different teaching pedagogy ensures that the core competencies of students are developed making them employable and enhancing their professionalism.

5.1.4 Does the College publish its updated prospectus and handbook annually? If yes, what are the activities / information included / provided to students through these documents? Is there a provision for online access?

The college publishes an Information Brochure/Prospectus annually in hard copy. The brochure is also available online at website. It includes the following details:-

- A word from Group Chairman
- A word from Chairman
- A word from Executive Director
- A word from Director MBA
- A word from Director MCA
- A word from Advisor
- Pioneer at a glance
- The Values
- About us
- Special achievements/Recognitions
- Why should one join Pioneer
- Administrative Bodies/Committes
- Curriculum-MBA (Full Time)
- Curriculum-PGDM (Full Time)
- Curriculum-BBA (Full Time)
- Curriculum-BCA (Full Time)
- Curriculum-B.Com (Full Time)
- Curriculum-B.Com – Computer Application (Full Time)
- Curriculum-B.Com Computer Science (Full Time)
- Fee Structure for all the courses
- Snapshot of Courses offered
- Main Activities

- Student Development Program
- Pioneer Management and IT Excellence Award
- Facilities
- Distinguished Web presence
- Research Centre for Ph.D. in Management
- Publications
- Guiding Spirits
- Intellectual Capital
- Administrative Team
- Training & Placements
- Placements
- List of Activities
- Ragging: Definition and Punishment
- Our Excellency (snapshot of media coverages)

5.1.5 Specify the type and number of scholarships / freeships given to students (UG/PG/M.Phil/Ph.D./Diploma/others in tabular form) by the College Management during the last four years. Indicate whether the financial aid was available on time.

In case of SC/ST/OBC candidate's scholarship is also provided by the State Government and also the Rules are framed by the State Government. The Institute facilitates students by guiding them by receiving, processing and forwarding there applications; and on final receipt from State Government, disbursement of scholarship to students. The availability of the aid in time is dependent on the State Government authorities.

5.1.6 What percentage of students receives financial assistance from state government, central government and other national agencies? (e.g., Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)

In case of SC/ST/OBC candidate's scholarship is also provided by the State Government and also the Rules are framed by the State Government. For general candidates, no scholarship is granted by the state government. All the students who belong to reserved categories get the benefit from state government.

5.1.7 Does the College have an International Student Cell to cater to the needs of foreign students? If so, what measures have been taken to attract foreign students?

No. No measures taken as such to attract foreign students.

5.1.8 What types of support services are available for

∗ **overseas students**

At present there are no overseas students enrolled in the college. However the college is open to the idea of admitting overseas students in future when international educational tie ups will be made. As and when overseas students join, the college will provide all necessary support including hostel facilities located nearby the campus.

∗ **physically challenged / differently abled students**

There is reservation of support services for students belonging to physically challenged/ differently-able students as their requirements needs special concern and consideration. The college infrastructure facilities meet the requirement of such students and that they don't have any physical obstruction.

The institution is having provision to accommodate them on the ground-floor for their classes, provided front and comfortable seating and helper too. The library and lab facility is provided to

them in the ground floor. The students are given extra attention by the supporting staff and faculty members during their examinations.

* **SC/ST, OBC and economically weaker sections**

The students who belong to SC/ST, OBC and the economic weaker sections are identified during the admission process, and a record of the same is maintained.
All the facilities accessible are made available to SC, ST, and OBC students. Students from weaker economic backgrounds are provided with facilities like fees installments, book bank facility, and free counseling facility.
These students are provided with all possible assistance in the college. The college offers liberal concessions to such students. Free Course for Personality Development is provided to benefit the society.

* **students to participate in various competitions/conferences in India and abroad**

The Institute encourages the students to participate in competition and conferences at national levels. The college has arranged coaches to train the students in sports and provide enough infrastructure to support them. Special sessions are held to help such students. Students are encouraged to participate in both co-curricular and extra-curricular activities such as NSS, NCC, sports and cultural activities at national levels.

* **health centre, health insurance etc.**

The college has a tie up with Bombay Hospital, Raj Shree Hospital, Rajas Eye Clinic and KIBS Hospital, through which medical facility is given to all the students at a reasonable cost. Free medical camps are also organized for the faculty and the students. The college has a panel of doctors at its disposal to deal with any medical emergency. In addition to this, First Aid Boxes are kept in the main administrative office for the treatment of sick. There is separate sick room and Homeopathic Clinic (OPD) available within the campus where qualified doctor is available daily.

* **skill development (spoken English, computer literacy, etc.,)**

To improve the English speaking skills among the weaker students the college has appointed Trainers for organizing spoken English classes on regular basis. Tutorials of smaller batches are also being conducted regularly. Personality Development classes are arranged on daily basis that increases the intelligence level and communication skills of the students. The Institute also invites Guest speakers from the industry with regional, national and global updating to the students. Special classes are taken considering the rural background of the students. The college also offers campus recruitment training to senior students. English language, GD and PI are given extreme importance and realizing its importance, the Institute has made it compulsory part of Academic Curriculum. The Institute is having massive computer labs with internet facility, where students can do their research work, make presentations and seek for information beyond text books. Institute has taken initiatives for teaching taxation to B.Com students to make them employable and add value. Tally classes are also taken for UG students.

* **performance enhancement for slow learners / students who are at risk of failure and dropouts**

The college arranges remedial classes for the weaker students. Regular mentor meetings are conducted to identify slow learners who need assistance to improve their academic competence. Extra hours and notes are given by the faculty to help them to understand the difficult modules in the syllabus.

The students come from various remote areas and villages. Those who are slow in their learning or grasping, the faculty members recognize such students at the beginning of the session. For them

the institution conducts remedial classes in different subjects to enhance their skills and competence. Unit wise tests are conducted with the aim of learning in small amounts and assessing their knowledge received during classes. Enrichment classes and English classes are also conducted to improve students' personality, motivate them and creating their interest in learning.

* **exposure of students to other institutions of higher learning/ corporates/business houses, etc.**

Various workshops, talks and guest and expert lectures are arranged by the college by the career guidance and placement cell. Renowned people from academicians and industrialists are invited regularly for guest lectures. Our students get the advantage of knowing their valuable proficiency. The college also arranges industrial visits to leading corporate houses for the practical exposure. The students are also motivated to participate and present research papers in National Conferences and partake in inter college competitions.

* **publication of student magazines**

DARPAN is published every quarter by the Institute which covers all activities of Institute including student related activities.

5.1.9 Does the College provide guidance / coaching classes for Civil Services, Defense Services, NET/SLET and any other competitive examinations? If yes, what is the outcome?

Yes, the Institute provides guidance for all competitive examinations through awareness and counselling sessions.

5.1.10 Mention the policies of the College for enhancing student participation in sports and extracurricular activities through strategies such as

* **additional academic support, flexibility in examinations**
* **special dietary requirements, sports uniform and materials**
* **any other**

Institute promotes sports activities by regularly organizing sports events. Also annual sports meet is organized. Examination flexibility on a case to case basis is not given by the Institute, however, Institute supports student participation in sports by academic flexibility.

5.1.11 Does the College have an institutionalized mechanism for placement of its students? What services are provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

The college adopts an extensive Placement Process, which includes the following:

- The Placement Cell gets filled Know Your Student (KYS) Data from students, which is maintained till the end
- REFLECTION is conducted (During First Semester of admission, where students give presentations and they are judged by a panel of Experts. The students are also taken for counseling)
- Feedback and Counseling Session individually is given to the students and each presentation is video recorded and shared with each student for REFLECTION ACTIVITY
- Identifying Training Needs (Based on evaluation of Reflection)
- Training Modules:
  - Personality Development
  - Group Discussion
  - Aptitude
  - Counseling
  - Curriculum Vitae Writing
  - Industrial Liaison

  - Importance of Interview
  - Computer Proficiency
- Pre Placement Talk

For making the placements better, the college conducts CCA regularly round the year.

Detailed list of placement company wise, student wise and year wise with designation, location and package is enclosed as **Annexure – 16**. Also refer **Annexure – 17** for Summer Internship Program Details done by the students.

5.1.12 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus annually for the last four years).

Detailed list of placement company wise, student wise and year wise with designation, location and package is enclosed as **Annexure – 16**. Also refer **Annexure – 17** for Summer Internship Program Details done by the students.

5.1.13 Does the College have a registered Alumni association? If yes, what are its activities and contributions to the development of the College?

Yes, the Institute has an alumni association functioning from many years. The Institute has taken software which is web based to connect all alumni. The Alumnee software is web based and provides ease of access to all alumni to stay connected.

5.1.14 Does the College have a student grievance redressal cell? Give details of the nature of grievances reported and how they were redressed.

Yes, the College has student grievance redressal cell. The function of the cell is to look into the complaints lodged by any student, and judge its merit. The Grievance and Counseling Cell is also empowered to look into matters of harassment. Anyone with a genuine grievance may approach the members in person, or the Director/ Chairman.

In case the person is unwilling to appear in self, grievances may be dropped in writing at the letterbox/ suggestion box of the Grievance and Counseling Cell at Administrative Block. Grievances may also be sent through e-mail to the Chairman of Students' Grievance and Counseling Cell at **pipscare@gmail.com**

(Refer **Annexure – 18** for details related with student grievance redressal cell)

5.1.15 Does the College have a cell and mechanism to resolve issues of sexual harassment?

There is a women empowerment cell in the college to prevent sexual harassment. It also takes care of anti-ragging measures and other sensitive problems faced by girl students. The college takes every care to monitor and curb insulting and worrying act towards girls.

The anti-ragging committee takes all possible measures to prevent ragging activities at the admission time of fresher. Till date, no single girl has experienced any major problem or inconvenience.

The college takes all necessary measures to ensure the safety and the dignity of the female students. Till date no such case of sexual harassment has been reported in the institute. Continuous alertness of the management and faculty members apart from the committee, with heavy punishment prevent sexual harassment of women students.

The women empowerment cell comprise of the following members:

- Dr. CA Pramod Kumar Jain, Principal
- Dr. CA Prashant Jain, Executive Director
- Dr. Mona Tawar, Director
- Ms. Rashmi Farkiya, Member

- Ms. Kumkum Sinha, Member
- CA Kavita Maheshwari, Member
- Ms. Astha Tarey, Member

5.1.16 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Yes, there is an Anti-Ragging Committee in the college, headed by the Principal, faculty members and some students. Every year, after admission and during induction, the students are warned and explained about what activities constitutes ragging as per the guidelines of Supreme Court and what punishment is given if a single complaint is registered.

It is incorporate in the prospectus of the students, along with a separate Anti Ragging Form, as per the format of the college, giving the anti-ragging directions. The college is also very vigilant regarding this nuisance. Faculty members, make surprise visits to the classes during breaks. Till date, no incident of ragging of any kind has been reported in the college.

5.1.17 How does the College elicit the cooperation from all stakeholders to ensure overall development of the students considering the curricular and co - curricular activities, research, community orientation, etc. ?

Through regular meeting with all stake holders time to time, the Institute ensures the overall development of the student. Several curricular and co-curricular activities are deigned and executed by the Institute. Also, several activities have been designed to focus on research and community orientation.

5.1.18 What special schemes/mechanisms are in place to motivate students for participation in extracurricular activities such as sports, cultural events, etc?

To facilitate expansion and shape the over-all personality of promising and sporty students, the college makes immense attempt by providing superb infrastructural facilities, amenities for indoor and outdoor games to its deserving students. A spacious play ground is available for outdoor games i.e. Basket ball, Volley Ball, Cricket, Kho-Kho etc. in the college campus. Facilities for the sports like Badminton, Table Tennis, Chess, and Carrom etc. are provided to students in the college campus only. The college has an auditorium to accommodate 800 spectators to view power-packed performances in cultural activities. Every year cultural program and sports meet is organized by the Institute. The details are enclosed in **Annexure – 19**

5.1.19 How does the College ensure participation of women in 'intra' and 'inter' institutional sports competitions and cultural activities? Provides details of sports and cultural activities in which such efforts were made?

The College has a wide range of sports, games, cultural and extra-curricular activities that are available to the girls. The college is providing free Self-Defence Training to all the girl students. The college has always created a place for itself in the sports and cultural events.

The college has been participating in various tournaments and provides excellent sports and games facilities in cricket, football, basketball and indoor games. Our students excel in sports and games and are champions in University events.

Women students take part in 'intra' and 'inter' institutional sports competitions and cultural activities. The institution ensures women's participation in various extracurricular activities by ensuring consistent back-up and enthusiasm. For this, necessary facilities and funds are provided. The sports officers and the cultural committees supervise the extracurricular activities. The details are enclosed in **Annexure – 19**

5.2 Student Progression

5.2.1 Provide details of programme-wise success rate of the College for the last four years. How does the College compare itself with the performance of other autonomous Colleges / universities (if available)

Result details program wise enclosed as **Annexure – 11**. Result data of other autonomous college / universities are not available with the Institute, hence comparison not possible.

5.2.2 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the observed trends.

Student progression	% (Approx.)
UG to PG	90%
PG to M.Phil.	1%
PG to Ph.D.	1%
Employed • Campus selection • Other than campus recruitment	Placement details enclosed as **Annexure-16**

5.2.3 What is the Programme-wise completion rate/dropout rate within the time span as stipulated by the College/University?

Result details program wise enclosed as **Annexure – 11**.

5.2.4 What is the number and percentage of students who appeared/qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.

Year	Nature of Examination	No. of Students	
		Appeared	Qualified
2008-09	NET	04	02
2009-10	NET	05	02
2010-11	NET	07	03
2011-12	NET	05	02
2012-13	NET	07	04

5.2.5 Provide details regarding the number of Ph.D/D.Sc./D.Litt. theses submitted, accepted, resubmitted and rejected in the last four years.

Ph.D. Thesis Submitted and Accepted: 02

5.3 Student Participation and Activities

5.3.1 List the range of sports and games, cultural and extracurricular activities available to students. Provide details of participation and program calendar.

College has following facility for sports/games/cultural and extracurricular activities for students:

Outdoor games:

- Cricket
- Football
- Volleyball
- Basketball

Indoor games:

- Carom
- Chess
- Table Tennis
- Badminton

For cultural activities:

- Auditorium with capacity of 800 people
- Stage with Mike and sound system

The details are enclosed in **Annexure – 19**

5.3.2 Provide details of the previous four years regarding the achievements of students in co-curricular, extracurricular activities and cultural activities at different levels: University / State / Zonal / National / International, etc.

The details are enclosed in **Annexure – 19** and **Annexure – 21**.

5.3.3 How often does the College collect feedback from students for improving the support services? How is the feedback used?

The feedback of students about the teaching and the subject is taken before the end-of-semester. Such evaluations can be valuable in helping faculty improve and refine their teaching and hearing students' concerns becomes effective while there is still time in the semester to make appropriate changes.

Apart from this, on yearly basis the college collects data from students for improving its services. The college has kept a suggestion box for the suggestions and complaints. These feedbacks are taken into the consideration while making college related development decision as an input. Student can also give their suggestion through suggestion box.

Students' feedback is used in the following ways:

Responding by immediate and quickly reviewing to students' comments. The college schedule fast feedback activities at the time during the semester, when there is an opportunity to immediately review the class's comments.

There is careful consideration of what students says by looking over the positive things that the students have said about the course, then reading their suggestions for improvement and grouping them into categories:

- Those that can be changed in existing semester (the time on assignments, Library and Lab timings)
- Those that need waiting until the next time the course is offered (the textbooks etc.)
- Those that the college cannot or will not change (the number of Unit Wise Tests, Internal Examination, Major Projects, Minor Projects, Research Work, CCA Activities in different Semesters)

5.3.4 Does the College have a mechanism to seek and use data and feedback from its graduates and employers, to improve the growth and development of the College?

The college gets feedback from graduates every year in order to improve the Quality Education and the suggestion and improvements will be carried to improve the performance and Quality of the institution. Various companies and educational institutions are allowed to visit the campus that provides assistance to students both for jobs and higher students.

5.3.5 How does the College involve and encourage students to publish materials like catalogues, wall magazines, College magazine, and other material? List the major publications/ materials brought out by the students during the previous academic session.

Institute ensures that students participate in writing research papers as it has been made compulsory part of Curriculum. Students research papers get published after careful scrutiny and quality checks.

5.3.6 Does the College have a Student Council or any similar body? Give details on its constitution, major activities and funding.

No, Institute does not have Student Council.

5.3.7 Give details of various academic and administrative bodies that have student representatives on them. Provide details of their activities.

Student representatives are involved in alumni and board meetings.

Any additional information regarding Student Support and Progression, which the institution would like to include.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the College.

Vision

To establish ourselves as one of the biggest learning solution organizations of the country by offering educational services of the highest quality matched by none. The focus is not just on academics but also on personality enrichment to enable future leaders to take shape.

Mission

To professionalise Indian management through teaching, research, training and institution building to achieve dynamic and challenging positions.

6.1.2 Does the mission statement define the College's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, College's traditions and value orientations, vision for the future, etc.?

Mission Statement:

To professionalize Indian management through teaching, research, training and institution building to achieve dynamic and challenging positions

The management ensures that the curriculum framed by the college complements the mission statement. The mission is to emerge as a center of educational distinction and research. The diverse programs in academics through teaching, research, training and co-academics through co-curricular and extracurricular activities produces progressive and independent individuals as envisioned in the mission statement of the college. The mission is making every student employable; achieve dynamic and challenging positions through development of right expertise by focusing on the overall persona, development of positive attitude, leadership qualities and self-awareness of a student.

6.1.3 How is the leadership involved in

* **ensuring the organization's management system development, implementation and continuous improvement**
* **interaction with stakeholders**

Regarding the interaction with stakeholders, the leadership is achieved by:

- Full time involvement of owners / management of the Institute
- Avoiding the conflict through cooperation, Shared Vision intervention and two-way learning
- Participative style of decision making and management
- Providing valuable feedback on their activities and products Maintaining Transparency and accountability
- Stakeholders can have specific and in depth knowledge and resources that can provide broader perspectives and add value to decisions.
- Increasing the involvement and commitment of stakeholders
- Stakeholder involvement in interactive decision-making

* **reinforcing culture of excellence**

The leadership is involved by:

- Linking organization goals towards long-term goal
- Involvement in day-to-day interaction with all stakeholders
- Responsibility for continuous improvements
- Expansion and redesigning the organization

- Coordination and control the most important controlling functions

∗ identifying needs and championing organizational development (OD)?

The leadership in involved identifying needs and championing organizational development (OD) in the following ways:-

- Clarifying where the college stands now, and where the college wants to be and then assessing the gap between them
- Identifying the challenges and obstacles in the way and subsequently developing a plan to bridge the gap
- Preparing the strategies for institutional development
- Maintain organization structure and governance
- Review regarding job description and development, salary reviews, and job evaluations of faculty members and staff.
- Establish organizational excellence by maintaining quality standards.

6.1.4 Were any of the senior leadership positions of the College vacant for more than a year? If so, indicate the reasons.

So far there had been no such instance when any of the senior leadership positions of the College had been vacant for more than a year. The top management which is the owner of the Institute is fully dedicated and involved in all day to day activities of the college since inception. There has been no instance where the Institute had a gap for Director level persons.

6.1.5 Does the College ensure that all positions in its various statutory bodies are filled and conduct of meetings at the stipulated intervals?

Yes the college does College ensures that all positions in its various statutory bodies are filled and there is a proper conduction of meetings at the stipulated intervals. As the Institute is autonomous, the meetings of Board of Studies, Academic Council and Governing Body are conducted timely and decisions are taken promptly.

6.1.6 Does the College promote a culture of participative management? If yes, indicate the levels of participative management.

The college adopts participative management style. The decisions related to academics, administrative, financial growth and development are taken after inviting suggestions from faculty and staff, thereafter consensus is drawn. The members of the apex bodies of the Institute i.e. Board of Studies (Management), Academic Council and Governing Body meets regularly and interact with faculty members and staff.

The Top Management is actively involved in:-

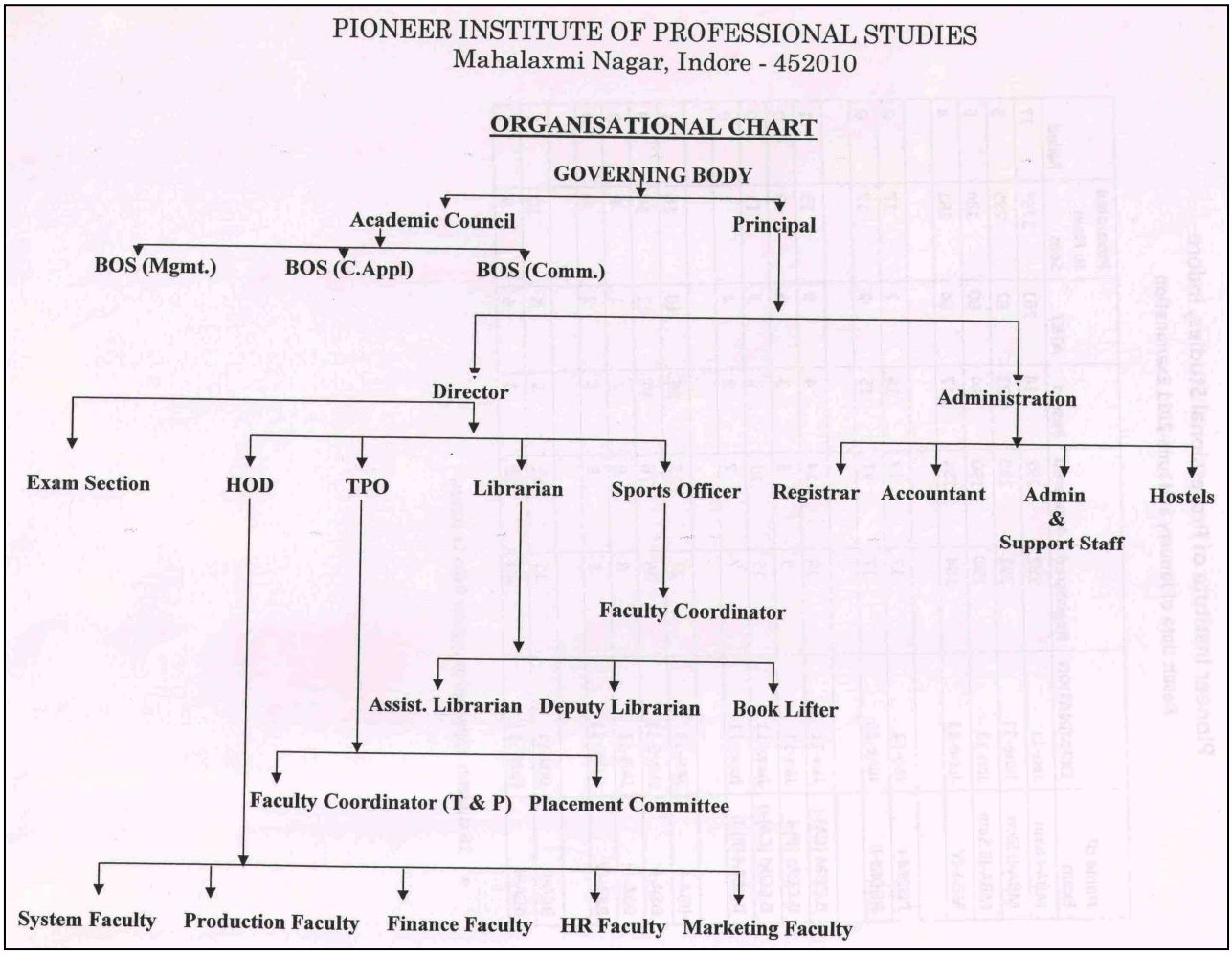
- Day-to-day running of the Institute
- Sharing their experience and practice in the class room through Lectures,
- Guiding students in the Major and Minor Research Projects and Research Papers
- Providing Counseling, Consultancy
- Training students for Entrepreneurship

6.1.7 Give details of the academic and administrative leadership provided by the University to the College?

Institute is autonomous and has representatives from the University in its Board of Studies, Academic Council and Governing Body.

6.1.8 How does the College groom the leadership at various levels?

Institute has the following Organizational Chart:-



6.1.9 Has the College evolved any strategy for knowledge management? If yes, give details.

Knowledge and resource management are properly done at the Institute. Various faculty members, together with external experts act as think tank towards development of Institute.

6.1.10 How are the following values reflected in various functions of the College?

* **Contributing to national development:** By continuous efforts of the Institute in student growth, providing quality education, generating and making students employable, instilling values, morals and ethics.
* **Fostering global competencies among students:** Continuous efforts in developing students competence through personality development, English, CCA, village visits, research skills, etc.
* **Inculcating a value system among students:** Providing value based education, sensitizing student towards community and their problems, regular involvement in social cell activities, etc.
* **Promoting use of technology:** Activities are designed in such manner that the use of ICT is automatically enforced in students. The activities which are designed as part of the curriculum are in such a manner that involves use of technology.
* **Quest for excellence:** Institute in the last 4 years has achieved NBA, NAAC and ISO accreditations. Further Institute has obtained autonomy from UGC in the year 2009. In last 4 years Institute organized many conferences and quite many sponsored conferences also. The infrastructure of Institute has been constantly upgraded. In last 2 years Institute has done many infrastructure changes which include construction of new canteen, new building, boundary wall

for complete campus, installation of stones, changing of flooring, etc. The Institute approach and vision is constantly towards the quest for achieving excellence.

6.1.11 Give details of the UGC autonomous review committee's recommendations and its compliance.

Institute has achieved autonomy in the year 2009 for six years. Institute is running in last year of autonomy and has applied for extension of autonomy. Till now review committee has not done any review and hence no recommendations are available.

6.2 Strategy Development and Deployment

6.2.1 Does the College have a Perspective Plan for development? If so, give the aspects considered in development of policy and strategy.

Yes the college does have a Perspective Plan for development. The actions are clearly set out in the Perspective Plan with the following objectives:

∗ **Teaching and learning:**

The college has made a policy regarding teaching and learning which ensures:

- Faculty members need to support students to achieve their goals by developing approaches to teaching that influence, motivate and inspire students to learn.
- The students' are made to read ideas through case studies that enhance both; faculty teaching and students' learning
- Learning through lectures and seminars, that enhances Object Based Learning.
- The college ensures to benefit students in enriching their knowledge and experiences by promoting excellence of teaching within departments.
- Undergraduate students are exposed to research in a number of ways, from Field Work to Project Work to Village Visit Study etc. The students are also made a part of Subject Presentations that helps in learning and conducting their own studies and discovering new concepts by themselves. This helps in personal & professional development along with their academic studies and enhances their employability when they leave the college.
- Regular assessment shapes student learning and regular feedback facilitates students to have good academic experience.

∗ **Research and development**

Keeping in mind the objectives, the college does the following needful:

- Examine the interest, goals and plans of the students for the research, as per their specialization
- Providing students with the tools for researching, which include Books, Journals, e journals, websites and lists of resources. The Faculty Guide also direct students to the online journals with the specific characteristics they are looking for.
- Communicate with students regarding their Research Paper, Major and Minor Projects on daily basis

∗ **Community engagement**

The college has made the following activities to be a regular part of community engagement in curriculum:

VILLAGE SURVEY & COMMUNITY DEVELOPMENT:

The curriculum is such that, by combining carefully selected coursework, practical experiences, independent research projects and guided reflection, students expand and deepen their

understanding of Local, National and Global Issues that affect communities, and develop the skills, attitudes and knowledge necessary to collaborate mindfully with these communities as citizens and leaders.

The college believes that every student has the responsibility to engage with the communities in which we live, whether locally, nationally or internationally.

The college believes community service as being something that is in addition to what we are doing academically and are flexible enough to engage beyond the curriculum. However, the academic community engagement in Pioneer is such that the students directly connect their academic interests and skills to positively impact their communities.

It helps students' to investigate the practice and ideal of community of the city both on a national and a local level, asking students to engage in specific project aimed at strengthening the public sphere and fostering community life.
Each student writes and submits the Project based on primary and secondary sources.

SOCIAL SCIENCE PROJECT: This project involves faculty members to do an extensive survey on a particular field/area. Faculty members are presently doing a research on a Social Science Project on **Changing Landmarks: The Story of Development of Indore**.

VILLAGE PROJECT:
It helps connecting students to meaningful opportunities in which they can apply their classroom knowledge to positively impact people's lives. The faculty members also meaningfully connect students directly to opportunities that interest them most.
This helps every student in the college is made able to make a powerful impact in their community.
The Village Study helps Community-based learning in Pioneer College that adds urgency to students' critical grasp of Social, Political, Religious, Economic, Infrastructural Development, Ethical and Cultural Issues by connecting the intellectual rigors of academic study with the needs and expertise of the community. In Major and Minor Research Projects, the Projects and questions are designed in close consultation with local, regional, national organizations sharpen student's skills while producing truly and immediately useful information and analysis.

SOCIAL & ENTREPRENEURSHIP CELL:
The college has established its own Social & Entrepreneurship Cell that is been coordinating the Social Welfare measures covering the needy sections of the population and providing social security to all those in need by harnessing its resources and mobilizing faculty and students' participation. Recognizing the need for expansion of its ambit of activities the Cell has financially contributed in the following areas:

- Welfare of Women and Children
- Welfare of Handicapped
- Protection and care of orphans, destitute and aged

The illustrative list of community events are enclosed as **Annexure – 14**

- Institute regularly contributes for a very noble cause and contribution to society at large which is to provide fund for cremation / funeral of un-identified dead bodies
- This noble cause is being done by Mr. Kareem Bhai (renowned and felicitated social worker) who regularly visits our Institute
- Institute provides space in campus to colony members for Yoga and other activities free of cost

* **Human resource planning and development**

HUMAN RESOURCE PLANNING

The Management access on the following:

- How many Faculty Members does the College have as far as skills, abilities and Expertise is concerned?
- How should the College best utilize the existing Faculty Members?
- Conducting a Job Analysis and Job Description
- Accessing the goals and objectives of the college and how the new skills will meet the goals and objectives

HUMAN RESOURCE DEVELOPMENT

- To provide an opportunity to the Faculty Members of the College to pursue their academic/research activities leading to the award of M.Phil./ Ph.D./ MBA/ M.Tech. degree or other higher qualification.
- To provide an opportunity to the Faculty Members to present papers in academic conferences/ seminars or participate in workshops and exchange knowledge and ideas at Inter College as well as Intra College Levels.
- To develop and implement a comprehensive, cohesive, ongoing strategic development plan which promotes student-centered learning through Quality Improvement Programs (QIPs) and Faculty Development Programs (FDPs).
- To offer IT workshops on Excel and which support the current technology and future technology that can help the Researchers in their Research Work.
- To provide a facility for research and development through Research and Development Cell (R&D Cell).
- The Institute nominated Two Faculty Members to attend FDP at EDI (Entrepreneurship Development Institute of India, Ahmedabad) and Seminars so as to groom them for learning Entrepreneurship Skills.
- The Institute also had a Tie Up with CRISP and NEN, where the faculty members attended the programs and workshops.

DEVELOPMENT OF HR POLICY

The college has developed the HR Policy that is as follows:

- Ensuring that unlawful discrimination is unacceptable
- The equality of opportunity is a major feature of Human Resource Planning and Development
- The HR policy ensures that planning should be done in a way that no job applicant is discriminated on the grounds of belonging to a particular group, such as those of race, colour, ethnic or national origin, religion and belief, political opinion or affiliation, gender and marital status
- The recruitment and selection process is crucially important to any equal opportunities policy.
- To ensure that employees making selection and recruitment decisions will not discriminate on any of the grounds mentioned in whether consciously or unconsciously, in making these decisions
- Promotion and advancement will be made on merit and all decisions relating to this will be made within the overall framework and principles of this policy.
- Job descriptions will be reviewed regularly to ensure that they are in line with the equal opportunities policy.
- Job requirements will be reflected accurately in any personnel specifications

- To adopt a consistent and nondiscriminatory approach to the advertising of vacancies
- All applicants will receive fair treatment and will be considered solely on their ability and potential to do the job related to their subject expertise
- Ensuring that the policy is circulated to all the members of the college
- To maintain a working environment in which no employee or worker feels under threat or demoralized
- To review the results of monitoring procedure at regular intervals
- To assess the effectiveness of the implementation of the HR Policy

∗ **Industry interaction**

The College has the following policies and strategies for development of Industry Interaction relationship:

- To improve the quality of education adequately to meet the needs of the industry and economy
- To have an education system that will operate at optimum efficiency and deliver quality students to employers
- To integrate industrial training and other inputs from the industry with the teaching learning processes so as to develop in the students:
    - Awareness about the job functions in the industry
    - Attitudes to adapt to industrial environment
    - Proper practical and relevant knowledge and skills
    - Capabilities to become self-employed
- To offer Research, Development, Consultancy and to solve industrial problems and imparting practical training of students in industries through SIP.
- To offer Growth Oriented Training Activities to students through various CCA.
- To assist the industry in the selection of suitable candidates to fill up jobs positions through campus interviews and other selection procedures through Placement Cell and to collaborate with the Industries for the Training & Placement of Institute.
- To get feedback on Institute pass outs from employers and involve them in design and review of curriculum.
- To share the experience and expertise between institutions and industry for mutual benefit through TPO Conferences.
- To develop good work culture in students.
- To organize need based student development activities through various Real and Live Projects.
- To organize extension/expert lectures by experts from industry by organizing Seminars and Guest Lectures. The topics are selected that are pertinent to Industry-Institute Interaction.
- To promote entrepreneurship through the activities of ED Cell.
- Arranging Industrial Visits of students to various industries
- Writing and developing Cases in collaboration by faculty and people from industries.
- Appointing Visiting faculty/professors from industries.

∗ **Internationalisation**

At present, the college does not have any strategy for Internationalization.

6.2.2 Enunciate the internal organizational structure of the College for decision making processes and their effectiveness.

Conduct meeting for taking consensus on all the decisions, deciding deadlines with the agreement and commitment from the staff and faculty, participatory management style, follow up meetings, follow up and information flow through e mail and institute website, coordinator concept for all the activities, mentors for individual classes, floor in charge.

Organizational Structure of the college is highlighted in Point No. 6.1.8 above.

6.2.3 Specify how many planned proposals were initiated/implemented, during the last four years. Give details.

Proposed and Implemented: The following were proposed and implemented in the last four years:-

SN	Planned	Implemented
1.	Obtaining Accreditation from NBA, NAAC and ISO	Yes
2.	Obtaining autonomy from UGC	Yes
3.	Increasing intake in MBA program	Yes
4.	Improving Infrastructure of the Institute: Construction of new canteen, new building, boundary wall for complete campus, installation of stones, changing of flooring, etc.	Yes
5.	Automation of Library & introduction of E-Journals	Yes
6.	Air cooling facility in Library and Confidential Section	Yes
7.	Introduction of B.Sc. Course	Yes
8.	Updation of syllabus and curriculum post autonomy	Yes
9.	Obtaining College with Potential for Excellence	No
10.	Making separate OPD / clinic	Yes
11.	Formulating ED Cell and R&D Cell	Yes
12.	Organizing more national level seminars and conferences (sponsored / non-sponsored) including national conference on Youth	Yes

6.2.4 Does the College have a formally stated quality policy? How is it designed, driven, deployed and reviewed?

Yes, the college has a formally stated quality policy as under:-

To provide quality education with the finest learning approach and supporting management system. Our endeavour is to create an ethos to promote innovations and creativity via concerted interactions and encouraging critical thinking, so that we transpire as one of the leading institutions of the world.

To enhance the career prospects in a global economy, the college provide its students with the Leadership Skills (by organizing National Conferences for the students, of the students, by the students and organizing extracurricular events and activities, Sports events); Professional, and Learning Skills (through Presentations, Debate, Role Plays, Extempore Sessions, Quality Circles, Case solving in Groups) etc. problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities - all of which require students to apply what they are learning. It engages students in the learning process stimulate critical thinking and a greater awareness of other perspectives.

Support students to learn and develop innovative and engaging practices through 50 Rs. Exercise; Excursions and extra-curricular activities. At PG Level, each student gets many chances for Public Speaking, where he/she learns to presentation techniques and how to prepare an outline that includes few major points that he/she needs to cover in one presentation, organizing the points for clarity, selecting appropriate examples and illustrations, presenting more than one side of an issue and be sensitive to other perspectives;

Teaching and learning: Through the actions that are set out in the teaching and learning, the following methods are followed:

Case Method: Providing an opportunity for students to apply what they learn in the classroom to real-life experiences, which have proven to be an effective way of both disseminating and integrating knowledge. This method engages students in active discussion about issues and problems inherent in practical application. It helps in highlighting fundamental dilemmas and critical issues and provides a format for role playing ambiguous or controversial scenarios. Through this approach, the students work well in cooperative learning or role playing environments to stimulate critical thinking and awareness of multiple perspectives.

Group Discussions: The College conducts a variety of ways to stimulate discussion which includes group discussion by covering critical points and emerging issues, generating a set of questions stemming from the assignments of each subject. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful cooperative learning experience.

Unit Wise Test: For the students of MBA, Unit wise Tests are conducted after the completion of each unit in the scheduled lecture, for which the maximum time is One Hour. This is applicable to all the subjects. It is then presided by a successful class discussion that involves planning on the part of the faculty members and preparation on the part of the students. Faculty members communicate the test to the students by clearly articulating course expectations. The students also comprehend the assigned test and show up for class on time and are always ready to learn.

Technology Orientation: Our students come to us with varying degrees of computer literacy. Faculty often find it necessary to provide some basic skill level instruction during the first week of class so that students are adapted to give their presentations.

- Clear, accurate and up-to-date information about our courses, modes of learning and assessment methods through distinguished web presence
- Fair and impartial treatment to students
- A helpful induction to the College where students are briefed about their program of study
- Professional, committed and specialist faculty members
- A caring and safe learning environment
- A crystal clear assessment of students' learning needs and provision of additional learning support through Bridge Classes and Extra Classes
- Access to a confidential counselling service through the generation and creation of email id (pipscare@gmail.com)
- A range of Co Curricular Activities that help develop the skills
- Regular assessment of students' learning and feedback on the academic progress by conduction Unit Wise Test after completion of each Unit for each subject
- Advice and guidance for becoming successful Entrepreneurs through the establishment of ED Cell
- Providing employment opportunities through excellent Placements
- Clear and fair complaints and disciplinary procedures through Mentors

Every component of the Internal Scheme, from curricula to Co-Curricular Activities supports and empowers the student to reflect, so that his/her experience becomes a foundation of knowledge and learning becomes a way of life.

We believe that learning is a way of life. The College cares about the substance and process of learning by conducting various learning pedagogy that imparts knowledge, abilities and values that a student acquire, as well as the educational goals they attain. The students learn deeply by

reflecting, particularly by Field Work experience, refine their habits of learning by regularly visiting the Field; experience the excitement of expanding their curiosity through the classes on Current Affairs. The Newspaper Reading activities help using formal inquiry, of developing as independent lifelong learners.

The live Projects and Field Study enables students to integrate classroom learning with learning from life and work, and to apply the concepts continuously in crucial situations. The college has a commitment to competence. The Curriculum design and the Internal Assessment practices focus on the outcomes of learning in all the UG and PG Programs. The Internal Components helps student to demonstrated knowledge and abilities that he / she learns through variety of ways.

This focus on competence leads faculty members also to pursue excellence in curricular design, and adopting innovative teaching methodologies. The faculty members design, implement and assess individualized educational programs by addition of Practical One Page teaching in the existing Syllabus. This learning-centred teaching helps students to gain expertise.

The cases are uploaded on the institutes website that helps in prior learning, decision-making power. The uploaded Assignments and Question Bank on Website also deepen and broaden learning of the students.

The college has a dedication to a continuously evolving, developing organization which is open and responsive to the emerging educational needs of students in a constantly changing world. The management is focused for ongoing research through various AICTE and UGC sponsored and self-sponsored Programs/ Projects in effective teaching. The focus is on mentoring, and assessment, resulting in imaginative design of programs, curriculum, syllabus, structures, systems, courses and materials.

The management has taken a pledge to serve the community through Learning. These intensions are very well carried downwards in the hierarchy. The students, faculty, fosters the mutual regard and support necessary for learning. Members are committed to the personal regard for the dignity of the students, and deals respectfully with students, set goals which benefit them and celebrate achievements.

ETHOS

Rooted in the values of human dignity and social responsibility, the college provides highly personalized opportunities and emphasizes the integrity, individuality, and responsibility of each student to develop competence and put learning to ever-new use. The top management is committed to diversity. The college seeks to present a welcoming environment for those who have been excluded from higher education, and to enable all to benefit from the richness that diversity brings to a learning community.

6.2.5 How does the College ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

The college has a Grievance Cell and a mail id, where students can register their complaints and grievance. The id is pipscare@gmail.com. The students can disclose any type of problem, concern, dispute or complaint related to work or the work environment which cannot be resolved through normal day to day communication.

All grievances are handled promptly and with transparency. The Cell works on the following principles:

1. Maintaining Confidentiality
2. Impartiality
3. Sensitivity
4. Timeliness

The Grievances are solved through:

1. Direct Observation
2. Suggestion Boxes
3. Personal Counsellor
4. Alumni Interviews
5. Mentors
6. Miscellaneous channels

Also refer **Annexure – 18** for details.

6.2.6 Does the College have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

Yes, college takes regular feedback from the students. There is a structured format for taking feedback. The feedback is taken from all students of all courses for various activities and class room teaching of all subjects. The student feedback is taken into consideration in decision making and corrective actions.

6.2.7 In what way the affiliating University helped the College to identify the developmental needs of the College?

The college is autonomous college and University nominees are there in Board of Studies, Academic Council and Governing Body of the Institute. They provide suggestions in development of the college time to time in the meetings.

6.2.8 Does the affiliating university have a functional College Development Council (CDC) or Board of College and University Development (BCUD)? If yes, In what way College is benefitted.

The college is autonomous college and University nominees are there in Board of Studies, Academic Council and Governing Body of the Institute. They provide suggestions in development of the college time to time in the meetings.

6.2.9 How does the College get feedback from non-teaching, teaching, parents and alumni on its functioning and how it is utilized.

The college always keeps communicating with its various stake holders about its working and scope for improvement. The college gets the feedback in two ways one is through one to one interactions and other is through feedback format filling.

College organizes meeting with staff members on periodically basis. In this meeting various matters of day to working are discussed. This gives all staff members a platform to put their view which helps management to know the intricacies of working conditions. Also College conducts social gathering, picnics etc. with all teaching and non-teaching staff. This gives an open platform for interaction with all staff members. It helps college to make improvement in its working style. Also some innovative suggestions results into big decisions.

On yearly basis college organizes parents meeting and alumni meet, where the college gets the updates about the market scenario and expectation of the market and society from the college. Also college gets feedback about college and curriculum filled by the alumni and parents, which is further analyzed to understand the lacking and strong points of the college. Feedback from alumni

and parents also enables college to evaluate the gap in the services provided and expectations of the society.

6.2.10 Does the College encourage autonomy to its academic departments and how does it ensure accountability?

The college is autonomous college and there are nominees from faculty members in Board of Studies, Academic Council and Governing Body of the Institute. They provide suggestions in development of the college in various aspects time to time in the meetings. Institute encourages autonomy in academic departments by allowing them to introduce new innovative teaching concepts in the class rooms. The accountability is ensured by approving any new change by meeting and approval of management.

6.2.11 Does the College conduct performance auditing of its various departments?

Yes performance auditing is done for all faculty members by self-appraisal mechanism and evaluation / appraisal by the Director and Management.

6.3 Faculty Empowerment Strategies

6.3.1 What efforts are made by the College to enhance the professional development of teaching and non teaching staff?

The following efforts are made by the College to enhance the professional development of teaching staff:

- Deepen teachers' knowledge of the subjects being taught through CCA classes taken jointly by two faculty members.
- Sharpen teaching skills in the classroom as junior faculty is associated by senior faculty
- Keep up with developments in the individual fields and in education by offering staff with their choice of subjects
- Generate and contribute new knowledge to the profession by One Page Addendum
- Increase the ability to monitor students' work, in order to provide through Mentorship
- Small Group Facilitation through Formulation and Development of Cases
- Large Group Presentations through Development of Cases and Research Work in FDPs and National Conferences
- Feedback & evaluation of faculty by students and then providing a scope of improvement through discussion; which helps in appropriately redirecting teaching
- Use of technology in teaching & learning through LCD Projectors, Audio and Video, motivational movies and documentary
- Leadership & Management Skills as Faculty are Chief Coordinators for various National level Events/ Programs
- Academic skills & career management through participation of faculty in Intra College Events
- Participation in organizational affairs & involvement in curricular development of staff as the college is autonomous
- Educational sponsorship to staff for attending FDPs and Seminars
- Teaching of specific content areas through QIPs
- Motivating faculty to attend Workshops and Seminars
- Choosing appropriate methods & formats of teaching through Lecture Plan/ Lesson Plan and maintaining lesson Diary
- Evaluate and demonstrate effectiveness through monthly Self-Appraisal Methods

The following efforts are made by the College to enhance the professional development of non-teaching staff:-

- Regular sessions for MS Office and other tools required for daily working.
- Personality development sessions, dinning etiquette sessions, etc.
- Organizing Staff Development Programs at different levels on various topics.

6.3.2 What is the outcome of the review of the Performance Appraisal Reports? List the major decisions.

Various decisions are taken based on appraisal conducted by management and Director. To mention few major decisions:-

1. Suggesting changes in faculty / teacher teaching style and methodology
2. Introduction of new academic activities
3. Organizing special lectures / guest lectures
4. Changing / recruiting / replacing new faculty member
5. Assigning new tasks as per skills

6.3.3 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

Institute has conducted various FDP and SDP for mass benefit of teaching and non-teaching staff. Institute provides financial assistance to the needy staff. Further Institute has never hesitated in supporting ground staff and clerical level staff in providing any kind of assistance. To illustrate, the Institute has sponsored completely the medical operation of kidney of one of the staff and treatment of hand plaster for Librarian. Institute has provided staff quarters for welfare of ground staff and Institute provides them free of cost electricity, water and educational facility to their children. Institute has generated employment for the ground staff family members also. Institute has regularly conducted health checkup, eye checkup and organizes health awareness programs.

1. The teaching and non-teaching staff members are eligible for Provident Fund as per the rules of the scheme. Staff members contribute an amount per month, and an equal amount is contributed by the Institute.
2. The Institute insures all teaching and non-teaching staff members against accidents and illness, including hospitalization.
3. Apart from this, primary medical assistance is available at the Institute for first level Medical Care.
4. The Institute offers all its members subsidized food from mess and college canteen
5. The Institute organizes picnics and excursions for all staff members every year.
6. The Institute encourages various programs to encourage its teaching staff members to better themselves through subsidy scheme to purchase laptops and facilitating professional training through workshops sponsored by the Institute.
7. All teaching staff is encouraged for higher studies, supporting them in completing Ph.D. and clearing NET

6.3.4 What are the measures taken by the College for attracting and retaining eminent faculty?

Institute retains the eminent faculty members by rewarding them suitably and providing them comfortable and conducive work environment. Institute values decentralization and gives autonomy in working at the same time maintaining the accountability.

Beyond fair compensation, faculty members are valued and treated as professionals. They are given autonomy in the classroom. The teaching is lifted up as a rewarding and respecting their career by career planning. They are also prepared and supported for the specific challenges.

6.3.5 Has the College conducted a gender audit during the last four years? If yes, mention a few salient findings.

No

6.3.6 Does the College conduct any gender sensitization programs for its staff?
No

6.3.7 What is the impact of the University's UGC-Academic Staff College Programmes in enhancing competencies of the College faculty?
None

6.4 Financial Management and Resource Mobilization
6.4.1 What is the institutional mechanism to monitor effective and efficient use of financial resources?

- Main source of funds is Tuition Fee & Interest on Deposits
- The Society is self reliant as far as fund requirement is concerned
- Accounts are regularly audited by the independent auditors
- Institute has received various grants during last 3 years
- Financial Performance of the Institute is good and surplus is used in developmental work
- Management Personnel are qualified Chartered Accountants and hence regular monitoring of funds, expenditures is done
- Tally ERP is used for all accounting and tracking of funds on daily basis

6.4.2 Does the College have a mechanism for internal and external audit? Give details.
Yes the accounts of the Institute are regularly audited by internal auditor. At every year end the accounts are audited by independent qualified Chartered Accountant.

6.4.3 Provide audited income and expenditure statement of academic and administrative activities of the previous four years.
There is no separate income and expenditure maintained specifically for academic and administrative activities. The final income and expenditure statement is prepared for the Institute as a whole which includes all activities.

Particulars	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
-Annual non-recurring grants available from the UGC / Central Government and State Government:	0.00	0.75	11.93	4.13
-Grant from any other source	0.00	0.00	0.00	0.00
-Contribution by the Management through internal accruals	168.87	221.56	275.03	246.04

Particulars	FY 2010-11	FY 2011-12	FY 2012-13
Fee	410.45	418.55	431.16
Interest on FDR	5.70	6.20	11.42
Grants	0.75	11.93	4.13
Surplus before depreciation	50.40	50.23	47.10
Capital Expenditure	50.25	51.32	137.04

6.4.4 Have the accounts been audited regularly? What are the major audit objections and how are they complied with?
Yes the accounts of the Institute are regularly audited by internal auditor. At every year end the accounts are audited by independent qualified Chartered Accountant. There are no audit objections.

6.4.5 Narrate the efforts taken by the College for resource mobilization.
The Institute has mobilized its resources largely in capital nature expenditures such as construction of building and creating latest infrastructure facilities. The financial control is centralized and resources are mobilized only after due consideration of cost-benefit analysis and fund availability.

6.4.6 Is there any provision for the College to maintain the 'corpus fund'? If yes, give details.
There is no provision for maintaining corpus fund. The Institute is self-financed and does not receive any capital / development grants from any agency.

6.5 Internal Quality Assurance System
6.5.1 Does the College conduct an academic audit of its departments? If yes, give details.
Yes academic audit is done for all faculty members by self-appraisal mechanism and evaluation / appraisal by the Director and Management.

6.5.2 Based on the recommendations of academic audit what specific measures have been taken by the College to improve teaching, learning and evaluation?
Details can be referred in Point 2.3.1

6.5.3 Is there a central body within the College to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?
Yes the management of the College continuously reviews the teaching learning process. This is done by way of regular meetings, academic monitoring, MIS reports, appraisal process, feedback from stakeholders, etc.

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?
The IQAC and its members take utmost care to assure quality, which has contributed in a meaningful way and has acted as a change agent in the Institute. The IQAC has contributed to institutionalizing quality assurance strategies and processes in the following ways:

1. The IQAC ensures timely, well-organized and progressive performance of academics, administrative and all matters related to finance
2. The IQAC focus on the practical application and excellent quality of academic and research programs
3. The IQAC ensures equitable access to and affordability of academic programs for various sections of the society including teaching, non teaching staff and students.
4. The IQAC ensures innovative teaching pedagogy through optimizing and integrating modern methods of teaching and learning
5. The credibility of evaluation procedures is of utmost priority.
6. IQAC also ensures the sufficiency, preservation and functioning of the support structure and services.
7. Research sharing and networking with other institutions in the State and outside is ensured.
8. The IQAC has facilitated a level of clearness, transparency and focus in institutional functioning towards excellence and creating quality culture within.
9. Integration of various activities is ensured.
10. The IQAC has provided a sound basis for decision making that helps in smooth running of the Institute functioning.
11. It has ensured a better inter departmental communication.

6.5.5 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.
The external members are catalysts who have helped to integrate excellent practices, develop admirable culture, helped to take on time decisions that are in line with the functioning of the

Institute. They help to improve upon the teaching and learning methods to be adopted by the Institute. They help to integrate innovative ideas in teaching and research. Their contribution in the area of planning, conduction of examination and Institutional development the Institute to work for the community and thus the high standing of the society is ensured.

6.5.6 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

The Institute ensures that the essence of economic development is education, so due care is taken to impart innovative skills as the skill based training prepares students to effectively perform on their jobs.

The IQAC has special concern and commitment for the well-being of the socially disadvantaged groups' like the Scheduled Castes (SCs), the Scheduled Tribes (STs), the Other Backward Classes (OBCs) and the Minorities, as they still continue to lag behind the rest of the society due to their social and economic backwardness. These Groups are empowered to act as agents of socio-economic change and development in the Institute as a result their presence and contributions towards the society are ensured.

6.5.7 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?

Periodic review of administrative and academic activities is done by the Management. This is done by means of MIS reports, appraisals, etc. Academic monitoring is done by the Director which reports to the management.

Program Coordinator & Director Monitors the following for each program:-

- proper running of classes (Daily)
- checking Teachers Diary (Daily)
- Alignment with course contents (Weekly)
- Alignment with Lesson/Lecture Plan (Weekly)
- Class adjustments, if any (Daily)
- Record of attendance sheets (Monthly)
- Syllabus review time to time (Weekly)
- Tracking Sheet (As and when each type of review is done)

Any additional information regarding Governance, Leadership and Management, which the institution would like to include.

CRITERIA VII: INNOVATION AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the College conduct a Green Audit of its campus?

Yes the college conducts a green audit, in order to judge how the resources are used. It also ensures its effective and efficient usage by giving an opportunity to evaluate ourselves as compared to the previous years.

The environmental audit helps to know whether or not the current and the future environmental efforts are actually making a difference. It acts as the beginning of the sustainable planning process. The audit also serve as a guide for educating stakeholders the current practices and resource used at the Institute. The focus is on scarcity of resources as there is sometimes excess use of paper, shortage of water during summer and excess energy consumption. The audit helps to improve and solve the problems.

The focus is on switching the ordinary incandescent light bulbs to Compact Florescent Light (CFL) bulbs in the computer labs, administrative office, Directors' cabin and the Principal's cabin to cut off the power supply completely at each floor when not needed. It is done when the use of power is not required in the entire floor. The students are inculcated the responsibility in each class, putting off lights/fans when not required. The faculty creates awareness through talks on energy misuse and methods to conserve energy. Minor steps like shutting down computers when not in use, turning off computer monitors or other electric appliances at the end of the day etc. are practiced.

The Institute has also introduced the concept of water harvesting through storage of rainwater on surface for future use and recharge to groundwater. The rain harvesting is done through recharge to groundwater. The aim was to lessen the water scarcity problems at all times and lessen water refills through water tankers, which is needed to overcome water shortage. There should not be any financial burden for extra water supply. The Institute is pioneer in its efforts to call the question papers on e mail/soft copy. The Institute also ensures recycling of paper, practice a student's single ID card and accomplishing borrowing, lending and internet usage records on the single card that helps to cut down the card consumption. The practice is to print on both the sides of the sheets to control usage of paper. The Institute looks green and beautiful because of the lawns, trees and huge garden.

7.1.2 What are the initiatives taken by the College to make the campus eco-friendly?

- **Energy conservation**
- **Use of renewable energy**
- **Water harvesting**
- **Check dam construction**
- **Efforts for Carbon neutrality**
- **Plantation**
- **Hazardous waste management**
- **e-waste management**
- **any other**

∗ **Energy conservation:**

This is done through following ways:

- Turning off monitor when not in use
- Checking that office equipment are off when not in use
- Encourage employees to turn off all office equipment after office hours

- Switch off the power point when not in use
- Thinking before taking print out
- Usage of black and white printing instead of color printing
- Using double sided printing
- Selection of an energy efficient computer
- Encouraging usage of laptops
- Training all faculty and staff members
- Get into the habit of turning off the lights when they leave a room
- Unplug laptop and phone charger cords when they are not in use
- Using natural light as much as possible
- Using of only required lights
- Using low wattage lights
- Never leaving a tap dripping
- Use if solar energy

∗ **Use of renewable energy**

Institute is using solar powered geysers in girls hostel to save electricity.

∗ **Water harvesting**

The Institute is having a large rooftop area; the filtering system is having accommodation for the excess flow. A system is designed with three concentric circular chambers in which the outer chamber is filled with sand, the middle one with coarse aggregate and the inner-most layer with pebbles. The roof area is bigger and flatter that helps in capturing more rainwater. The massive plantation also supports. Institute has constructed and has in place water recharging system.

∗ **Check dam construction**

We do not have the provision of Check dam construction

∗ **Efforts for Carbon neutrality**

We do not have the provision of Carbon neutrality

∗ **Plantation**

The college has social and economic benefits that the green spaces provide on the health. The college environment has benefits of green spaces that help in the creation of a cleaner world. So far the college has planted more than 2,000 trees. These trees are planted in three layers across the complete boundary area of the campus. Tree plantation is also done when dignitaries arrive at the College.

∗ **Hazardous waste management**

The college ensures the following:

- No articles that are susceptible to fire or explosion
- No articles that is hazardous to health
- No environmentally hazardous articles

As such no hazardous nature waste is generated in the Institute.

∗ **e-waste management**

E-waste is normally sold off to the third parties. As such no E-waster is generated in the Institute. The only scrap / waste generated so far is old computers which were sold to third party.

7.2 Innovations

7.2.1 Provide details of innovations introduced during the last four years which have created a positive impact on the functioning of the College.

Innovative aspects and experiments introduced by the college since obtaining autonomy in Academic Curriculum / Course Structure during the last four years (since 2009) can be referred in **Annexure – 8** and **Annexure – 9**.

Innovation in Academic Teaching Learning Process: Institute makes changes in the subjects and their syllabus with respect to the current changes in the industry.

Institute promotes other innovative concepts and activities such as:-

1. One page addendum
2. Brand File
3. Business File
4. Business Plan
5. Minor Research Project
6. Research Paper
7. Field Work
8. 50 Rs Activity (Kick starting the Entrepreneur Campus)
9. Personal Assessment File (for each student)

Above activities are made part of curricular activities.

The following techniques are used for innovation in teaching and developing personality:

- Students learn by actively participating in observing, speaking, writing, listening, thinking and doing. Through various activities, they all are engaged in thinking, comparison, analysis and projection.
- An understanding and overview is developed through new paper articles, presentation and media submissions.
- Updating News that includes new information and narratives through classes on current affairs.
- Discussions and Presentations in PD Classes which includes questions and suggestions about how to handle issues.
- Motivational videos are used in lectures to enhance student's personality.
- Active Learning through Power Point.
- Helping Students in Research through J Gate and EBSCO.
- Making Active Learning Work through Study Circles.
- Learning through Group Assessments.
- Developing Competence that deals with knowledge, self-knowledge and zeal for learning.
- Developing Character through integrity, conviction, congruence and ethics.
- Instilling a goal of Commitment to achieve
- Creativity building by innovativeness, research, cognitive flexibility.
- Instilling Responsibility by facilitating lecture-discussion and downloading of handouts and reading materials in advance.
- Move from projects to Project Based Learning
- Teaching concepts not facts
- Distinguishing concepts from critical information through One Page Addendum
- Make skills as important as knowledge through Presentations and Projects
- Being innovative in themselves through self designed questionnaire preparation, collection of data and research paper submission
- Developing mathematical skills like speed, accuracy, neatness, brevity, estimation, the college provides Remedial Classes.

- To develop logical thinking, reasoning power, analytical thinking, critical-thinking, CCA is offered as a mandatory part of curriculum.
- To develop power of decision-making through the SWOT activity
- To develop the technique of problem solving in Placement preparation Classes.
- To develop ability to analyze, to draw inferences and to generalize from the collected data and evidences through Major and Minor Research Projects.
- To develop own independent efforts through making Power Point Presentations

7.3 Best Practices

7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the College.

Format for Presentation of Best Practices

1. **Title of the Practice**
   This title should capture the keywords that describe the practice.
2. **Objectives of the Practice**
   What are the objectives / intended outcomes of this "best practice" and what are the underlying principles or concepts of this practice (in about 100 words)?
3. **The Context**
   What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?
4. **The Practice**
   Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?
5. **Evidence of Success**
   Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.
6. **Problems Encountered and Resources Required**
   Please identify the problems encountered and resources required to implement the practice (in about 150 words).
7. **Notes**
   Optional. Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about 150 words).

Format for Presentation of Best Practices

1. Title of the Practice:

1. Co-Curricular Activities (CCA)
2. Research Orientation through Research Papers and Research Projects

2. Objectives of the Practice

The following are the objectives / intended outcomes of the best practice introduced by the Institute:-

- The objectives/intended outcomes of this "best practice" and its underlying principles or concepts of this practice are as follows:-
- Teaching beyond syllabus for Increasing Employability & Entrepreneurship
- To increase students' practical knowledge and improve communication skills, presentation Skills- being requirements of the industry
- To orient students towards more practical approach with a view to enhance quality of learning.
- Overall Development of the students;
- To increase the usage of Library by students
- To develop commercial acumen

- To help students develop skills and attributes necessary for successful transition in to professional life
- To Develop a curriculum that will make students more competitive in handling the processes of Campus Selections
- Basics of Personality Development
- Confidence Building Exercise and Games
- Presentation and Oratory Skills
- Observation Skills
- To make a Long Lasting Impression and favorable impression

3. The Context

The Institute faced the biggest challenge of confirming the presence of all the students and ensuring their attendance to be more than 75%. One of the major challenges was maintaining the gap between the supply and demand, improving the quality of teaching and learning and the constraints on research capacity and innovation. It was a big challenge to transform the theoretical teaching into practical and to induce the research orientation of students.

The key challenge issues include improvements in teaching and learning, and a focus on learning outcomes. The issues that need to be concentrated is faculty development to improve teaching; increased integration between research and teaching; more international partnerships in teaching as well as research; better links between industry and research to stimulate innovation; and connecting institutions through networks, alliances.

4. The Practice

Communication Skills and Personality Development:

- To develop skills and attributes necessary for successful transition in to professional life
- To make students more competitive in handling the processes of Campus Selections
- Earn good grades.
- To enhance Presentation Skills, Oratory Skills and Observation Skills
- English spoken exercises
- Public speaking
- Speak in style
- Cross cultural dining etiquettes
- Dining etiquettes and mannerism
- Hesitation removal exercises
- Interpersonal skills
- Thought germination
- Listening skills

Paper Article Presentation

- To keep the students updated with the latest happenings.
- To improve the comprehension skills and analytical skills
- Developing the reading habits in the students
- To improve the communication and presentation skills of the students.

Business Plan

- To understand how business is started and run by Individual
- To know what are the resources needed to start a business
- To develop some understanding and interest for entrepreneurial skills.

Local, National and International Problems

- The activity helps students to understand the various local, national and International problem in cause effect terms.
- Choose any Local, National and International problem
- Define the problem
- Background of the problem
- Causes of problem
- Effects of the problem
- Solution/Recommendations

Product Decision Making:

- To develop the understanding of the students about how to make decision while purchasing a product/services.
- To improve the decision making skills of the students.
- To relate and understand the concepts of marketing practically.
- It helps to improve the decision making skills of the students.
- To develop understanding of various factors need to be considered while purchasing a product.
- How to evaluate the different brands on the basis of various parameters

Critical Analysis of a Product

- To help the students to understand critical features and various parameters of a product.
- To gain an understanding of a market

Market Survey Report

- To know how to prepare a market report
- To gain an understanding of a market.
- To relate and understand the concepts of Marketing practically
- To learn how to analyze the market.
- It is used to take Marketing decisions as to which marketing strategy to be followed:
    - new product development
    - changes in marketing strategies
    - How to compete more effectively.
- To correlate the subject knowledge to practical situations.
- To learn where to gather the important and relevant data of the market
- To help them become an entrepreneur in future.

Business File

- To make students understand the various transactions/documents which are required in day-to-day business/dealings.
- To understand the various transactions/documents which are required in day-to-day business/dealings.
- To follow Rules and regulations of the government while running the business.
- Understand the taxation and various regulatory procedures.
- To be able to understand and make the payment of statutory dues in time.
- To understand the statutory requirement
- To understand how to do banking transactions and related requirement

Summer Internship Program (SIP)

- To learn the intricacies of the various subjects.
- Choose which specialized field of his industry suits him well

- Choose it as his career field.
- Confidence, Knowledge
- Learning Attitude, Positive Attitude, Energy,
- Eagerness, Hardworking Attitude, Faith over self
- Valuable new skills
- Getting the practical experience that employers want to see on prospects resume

SWOT Analysis

- To analyze internal & external environment of the company.
- To gain an in depth knowledge of the company & Sector.
- To develop an entire overview about the company like strategies, competitors, challenges, list of products and services, business structure
- To know the complete information about the company like strategies, competitors, challenges, list of products and services, business structure.

Research Paper

- To increase orientation of students towards research.
- To increase the practical knowledge of the students.
- To encourage and increase research contribution of students.
- To increase orientation of students towards research.
- To increase the practical knowledge of the students.
- To encourage and increase research contribution of students.

Case Formulation

- It helps to understand the problem and to analyse the situation.

Case Analysis

- To obtain expertise in solving a case by analysing its Internal & External Environment.
- To get a fair idea of how organizations tackle problems & drive organization to profit.
- To develop an understanding of how to manage large amount of unstructured information.

The constraints / limitations faced are as follows:

- Constraints on research aptitude and innovation is a crucial issue. With a very low level of faculty members for Ph.D enrolment, the Institute sometimes suffers from having sufficient high quality researchers. Very few opportunities for interdisciplinary working is available.
- There is sometimes chronic shortage of faculty, poor quality teaching, outdated and rigid curricula and pedagogy, lack of accountability and quality assurance and separation of research and teaching.
- The lack of early stage research experience; a not so strong system for innovation, and low levels of industry engagement.
- One of the major constraints is uneven growth and access to opportunity as socially, the country is divided. There is a problem to access to higher education which is uneven with multidimensional inequalities in enrolment across population groups and geographies
- It has been also found that sometimes due to low quality of teaching and learning, issues related to quality is a difficulty.
- Every aspect of higher education is being reorganised and remodelled: funding, leadership and management, quality assurance, accountability, relationships with industry, international collaboration and the way teaching and research are conducted.

- Key challenges facing the system include quality assurance, disparity and wide gap between higher education and vocational skills and faculty development programs and training in higher education.
- There is an urgent need for systemic change in affiliated colleges to improve the quality of teaching and learning.
- There is currently limited collaboration with industry. The Institutes need to engage more with the industry in the development of systemic support.
- The Institute need International collaboration in but as fewer students have been taking up research careers in these areas, departments have declined, meaning a vicious circle of lack of employment opportunities for students.
- There is less demand for courses from mature learners and from current students looking to enhance their employability and develop entrepreneurial skills. There is little inclination of students towards entrepreneurship.
- Much more needs to be done to encourage the next generation of students to develop their skills towards analysis and problem-solving skills, communication skills, written skills etc.

5. Evidence of Success

1. Enhancement of soft skills like presentation skills, proper dressing, body language, English language etc. and thus to develop the overall personality of the students.
2. Practically relation of the theoretical concepts of Curriculum.
3. Reduction of Institute – Industry Gap i.e. increase in the acceptability of the students in the Industry.
4. Hands on experience to students related to field work.
5. Successfully making studies and education enjoyable to the students.
6. Development of a sense of competitive spirit, cooperation, leadership, diligence, punctuality, team spirit, self-discipline self-confidence as well to develop creative talents.
7. Development of a sense of responsibility and also students learn to manage things.
8. Updation of the students with the current happenings and newly developed concepts.

Some of the outcome of the best practices includes the following:-

- Engage students in active learning
- Set high and meaningful expectations
- Grant, get, and utilize regular, timely feedback
- Inculcating values and high beliefs
- Identify and broaden student styles and development
- Inquire and apply real-world applications
- Recognize and value benchmarks and methods for student assessment
- Generate prospects for student-faculty association
- Generate prospects for student-student relationship
- Promote student involvement through engaged time and quality effort

<u>The Institute ensures relevance and links with what they are learning through:</u>

1. Developing an inclination towards learning to be lifelong learners
2. Demonstrate talents they bring with them
3. Develop new and important talents and aptitudes to be successful in professional and personal life
4. Ensuring connectivity and interaction among various disciplines
5. Choosing best and appropriate activities and including them in CCA
6. Developing research skills
7. Commanding on multi-levels of activity and challenges

8. Ensuring authentic responsibility to students through Projects, Assignments etc. and making students' engage in active learning and working in collaboration with others
9. Refining managerial skills by mastering the core concepts of the curriculum
10. Utilize the strengths, learning styles, and knowledge of students.
11. Set individual learning goals by developing their personal skills and engaging them in higher-order thinking tasks as investigation, creation and assessment
12. Ensuring the study of ideas, solving problems and applying what they have learned through constructive hypotheses and decision making
13. Addressing cultural influences and individual learning styles

6. Problems Encountered and Resources Required

So far no such major problem have been registered and faced by the Institute.

7. Notes

Apart from the above activities, the Institute focus on student learning as the central indicator of institutional excellence challenges. The Institute believes in student-cantered education, where faculty members take on less responsibility for being sources of information, and take on greater responsibility as facilitators of a broad range of learning experience and where the students are invited to take more responsibility for increasing their own knowledge and skills.

The following model is helpful:

Areas	**Faculty Member -Centered**	**Student-Centered**
Knowledge	Transmitted from faculty	Constructed by students
Students' participation	Passive	Active
Role of a faculty	Leader/authority	Facilitator/partner in learning
Role of evaluation	Unit Wise test/ Internal Examination	Undergoing Tests for a continuous feedback
Emphasis	Getting correct concepts	Budding innovative and deeper thoughts
Academic culture	Competitive, Individualistic	Collaborative, Supportive

(Also refer **Annexure – 7** for detailed note on best practices namely CCA introduced)

Any additional information regarding Innovations and Best Practices, which the College would like to include.

Evaluative Report of the Department

(The Institute does not have any department segregation, hence the below information has been filled for the Institute overall)

1. Name of the Department & its year of establishment

Pioneer Institute of Professional Studies, Indore (Established in 1996)

2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

SN	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification
1	UG	BBA	3 Years	XII Pass
		BCA	3 Years	XII Pass(with Mathematics as a subject)
		B. Com (Plain)	3 Years	XII Pass
		B. Com. (Comp. Application)	3 Years	XII Pass
		B.Sc. (Computer Science)	3 Years	XII Pass(with Mathematics as a subject)
2	PG	MBA (FT)	2 Years	Graduate in any stream
		MCA	3 Years	Graduate (with Mathematics as core subject)
3	Integrated Masters	MCA	5 Years	XII Pass(with Mathematics as a subject)
4	M.Phil.	NA	NA	NA
5	Ph.D.	Ph.D. in Management	-	Post-Graduate; UGC & DAVV Regulations
6	Integrated Ph.D.	NA	NA	NA
7	Certificate	NA	NA	NA
8	Diploma	NA	NA	NA
9	PG Diploma	PGDM	2 Years	Graduate in Any Stream
10	Any other (please Specify)	NA	NA	NA

3. Interdisciplinary courses and departments involved

As mentioned in table above.

4. Annual/ semester/choice based credit system

Semester System

5. Participation of the department in the courses offered by other departments

Not applicable.

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors)

	Sanctioned	Filled
Professor	05	05
Associate Professors	04	04
Asst. Professors	66	66

7. Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.)

The details are enclosed in **Annexure – 20**

8. Percentage of classes taken by temporary faculty – programme-wise information

All classes are taken by regular faculty. However, for few subjects, part time / visiting faculty members take the classes.

9. Programme-wise Student Teacher Ratio

SN	Name of the Programme/ Course	Duration	Teacher – Student Ratio
1	BBA	3 Years	1:18
2	BCA	3 Years	1:18
3	B. Com (Plain)	3 Years	1:18
4	B. Com. (Comp. Application)	3 Years	1:18
5	B.Sc. (Computer Science)	3 Years	1:18
6	MBA (FT)	2 Years	1:15
7	MCA	3 Years	NA
8	MCA (Integrated)	5 Years	NA
9	Ph.D. in Management	-	NA
10	PGDM	2 Years	NA

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled

Technical Staff: 03

Administrative Staff: 18

11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

S. No.	Name of Faculty	Project entitled	National/International	Funding Agency	Total Grant
1.	Dr. CA P. K. Jain	A Critical Evaluation of Bus Rapid Transport System(BRTS), Indore	National	UGC	3,04,800/-

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received

None

13. Research facility / centre with

- **state recognition**
- **national recognition**
- **international recognition**

Institute is recognized research center of Devi Ahilya Vishwa Vidhyalaya (DAVV), Indore for Ph.D. in Management.

14. Publications:

- **number of papers published in peer reviewed journals (national / international)**
- **Monographs**
- **Chapter(s) in Books**
- **Editing Books**
- **Books with ISBN numbers with details of publishers**
- **number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)**
- **Citation Index – range / average**
- **SNIP**
- **SJR**
- **Impact factor – range / average**
- **h-index**

List of Publications by faculty members are enclosed as **Annexure – 13**.

15. Details of patents and income generated

None

16. Areas of consultancy and income generated

None

17. Faculty recharging strategies

Refer Point 2.4.8

18. Student projects

- **percentage of students who have done in-house projects including inter-departmental**
- **percentage of students doing projects in collaboration with industries / institutes**

All the students have done in-house projects by means of various research projects such as Minor / Major Research Projects, field work, village visits, etc.

19. Awards / recognitions received at the national and international level by

- **Faculty**
- **Doctoral / post doctoral fellows**
- **Students**

So far there has been no faculty / student who received awards / recognitions at the state, national and international level. However, Institute gives award every year for Management and IT Excellence.

20. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

Refer **Annexure – 12** and **Annexure – 21** for details.

21. Student profile course-wise:

Batch	Name of the Course (refer question no. 2)	Applications received	Total No. of Students Selected			Total No. of Students Passed			Pass percentage	
			M	F	Total	M	F	Total	M	F
2010-12	MBA	216	216	76	292	96	48	144	66.67	33.33
2011-13	MBA	234	234	59	293	90	34	124	72.58	27.42
2009-12	BBA	11	11	3	14	4	2	6	66.67	33.33
2010-13	BBA	20	20	7	27	11	7	18	61.11	38.89
2010-13	BCA	9	9	1	10	4	0	4	100	0
2010-13	B.Com.(CA)	10	10	4	14	3	3	6	50	50
2010-13	B.Com.(P)	8	8	1	9	5	1	6	83.33	16.67
2010-13	B.Com.(CA+P)	18	18	5	23	8	4	12	66.67	33.33

22. Diversity of students

Name of the Course (refer question no. 2)	% of students from the College	% of students from the Same State	% of students from other States	% of students from other countries
BBA	-	94%	6%	-
BCA	-	100%	0%	-
B. Com (Plain)	-	94%	6%	-
B. Com. (Comp. Application)	-	100%	0%	-
B.Sc. (Computer Science)	-	93%	7%	-
MBA (FT)	-	93%	7%	-
MCA	-	-	-	-
Ph.D. in Management	-	100%	-	
PGDM	-	-	-	-

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

Year	Nature of Examination	No. of Students	
		Appeared	Qualified
2008-09	NET	04	02
2009-10	NET	05	02
2010-11	NET	07	03
2011-12	NET	05	02
2012-13	NET	07	04

24. Student progression

Student progression	Percentage against enrolled (Approx.)
UG to PG	90%
PG to M.Phil.	1%
PG to Ph.D.	1%
Ph.D. to Post-Doctoral	Nil
Employed • Campus selection • Other than campus recruitment	Placement details enclosed as Annexure
Entrepreneurs	10-15%

25. Diversity of staff

Percentage of faculty who are graduates	
of the same parent university	43
from other universities within the State	32
from other universities from other States	25

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period.

Two faculty members mentioned below were awarded Ph.D. during the assessment period:-

(a) Dr. CA Prashant Jain
(b) Dr. Sadhna Mandloi

27. Present details about infrastructural facilities

a) Library
b) Internet facilities for staff and students
c) Total number of class rooms
d) Class rooms with ICT facility
e) Students' laboratories
f) Research laboratories

Refer Point No 4.1.1

28. Number of students of the department getting financial assistance from College.

All students who belong to SC/ST/OBC categories get financial assistance from the State Government via Scholarship schemes as per the rules and regulations laid down by the State Government. The Institute does not provide any financial assistance to the students but assists them by forwarding their applications.

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.

Institute always perform need assessment exercise before introduction of any new program. The detailed methodology for introduction of new program has been illustrated by flow diagram in Point No. 1.1.2

30. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?
b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?
c. alumni and employers on the programmes and what is the response of the department to the same?

Refer Point 1.4

31. List the distinguished alumni of the department (maximum 10)

Distinguished alumni of the Institute:-

1. Abhishek Rawat, GM, Radio Mirchi, Indore
2. Anish Verma, Assistant Vice-President, Commercial Banking, HSBC Bank, Indore
3. Kaushik Mitra, GM, Reliance Retail, Mumbai
4. Ashish Ramchandani, Area Manager, Reliance Money, Baroda
5. Gaurav Bhargava, Natural Ice-cream, Indore
6. Urvashi Jain, Senior Manager, IDBI Bank, Indore
7. Arti Fabwani, Pantaloons, Indore
8. Pani Pankaj Pandey, COAL India Ltd, Singrouli
9. Rohit Gupta, Import Executive, Flexituff International, Pithampur, MP
10. Neha Khanna, General Motors, Indore
11. Mona Tawar, Director of Institute
12. Kumkum Sinha, Lecturer of Institute
13. Priyank Gattani, Entrepreneur (own business)
14. Meenu Khandelwal, HR Manager, Capital Heights
15. Ms. Lalit Asnani, Entrepreneur (own business)
16. Mr. Anshul Jain, Entrepreneur (own business)
17. Ms. Mamta Gowani, Entrepreneur (own business)

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

Refer Point 1.2.1. Also list of events, workshops, seminars, guest lectures are enclosed as **Annexure – 21**.

33. List the teaching methods adopted by the faculty for different programmes.

Refer Point 1.1.1, 2.3.4 and 2.3.8

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Refer Point 2.6.1, 2.6.2 and 2.6.3

35. Highlight the participation of students and faculty in extension activities.

Refer Point 3.6 and **Annexure – 14** for details.

36. Give details of "beyond syllabus scholarly activities" of the department.

Refer Point 1.2.1, 2.3.8 and **Annexure – 7** for details.

37. State whether the programme/ department is accredited/ graded by other agencies. Give details.

MBA Program is accredited by NBA, AICTE. Institute is ISO 9001:2008 certified.

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

STENGTHS

Autonomous Status
NAAC Accreditation
NBA Accreditation
ISO 9001-2008 Certification
AICTE Approval

Permanent Affiliation with DAVV, Indore
Research Centre for Ph. D. in Management
Recognition u/s 12(B) by UGC, New Delhi
Top Rankings
Strong Institute – Industry Interface
Good track record of Placements
Various Institutional Membership
Chapter of CSI and ISTE
Won best Library Award in the year 2003
Renowned Examination Centre
Pioneer IT and Management Excellence Award
Two Faculty are Members of Board of Studies, Faculty of Management, DAVV, Indore
Strong Research Orientation
Innovations in Academics such as Minor Research Project, CCA, SIP, Industrial Visits, etc
Strong Institute-Alumni Interactions
Location Advantage
State of the art Physical Infrastructure
State of the art IT Infrastructure
Latest and Updated use of software (Automation)
Distinguished Web Presence
Participative Management Style

WEAKNESS
No Bank Facility within Institute Premises
No Post Office within the Colony
No Control over admissions
No Control over fee structure
No International and Global admissions
Less International and Global Publications
No aid / support / assistance available for capital expenditure from any agency

OPPORTUNITIES
To open an Extension Counter of Bank of India in Institute Premises
To acquire Deemed University Status
To offer more Consultancy to Industry
To seek more global exposure

CHALLENGES
Government Regulations & Controls
Delayed Admission Process
Competitions in Admissions and Placements
Mushrooming growth of Institutes in Indore and M.P. (Competition)
Political interference through Student Union
Support from University for better use of autonomy

39. Future plans of the department.
Future plans of the Institute:-

(a) Introduction of new courses
(b) To obtain college with potential for excellence status
(c) To plan for further developments in infrastructure

Post-accreditation Initiatives

If the college has already undergone the accreditation process by NAAC, please highlight the significant quality sustenance and enhancement measures undertaken during the last four years. The narrative may not exceed five pages.

Highlight of the significant quality sustenance and enhancement measures undertaken during the last four years by the Institute (since 2009)

SN	Parameters related with Quality sustenance and enhancement measures	Related with Area
1.	Establishment of IQAC to govern all quality parameters in the Institute	Quality Assurance
2.	One page addendum to existing syllabus	Academics
3.	Brand file	Academics
4.	Field work	Academics
5.	Village Visit	Academics
6.	Research paper	Academics
7.	Minor Research Project	Academics
8.	Major Research Project	Academics
9.	Case Module	Academics
10.	Co-Curricular Activities (CCA)	Academics
11.	Introduction of B.Sc. Course	Academics
12.	Updation of syllabus and curriculum post autonomy	Academics
13.	Organizing more national level seminars and conferences (sponsored / non-sponsored) including national conference on Youth	Academics
14.	Obtaining Accreditation from NBA, NAAC and ISO	Development
15.	Obtaining autonomy from UGC	Development
16.	Increasing intake in MBA program	Development
17.	Construction of new canteen	Infrastructure
18.	Construction of new building	Infrastructure
19.	Construction of boundary wall for complete campus	Infrastructure
20.	Construction of Computer Lab (60 capacity)	Infrastructure
21.	Installation of LCD Projectors in majority class room, board room, computer lab and conference hall	Infrastructure
22.	Fixation of stones round the campus and building large space for parking	Infrastructure
23.	Installation of DG Set (Silent)	Infrastructure
24.	Installation of High Tension Line (HT) Connection	Infrastructure
25.	Renovation of flooring in Library	Infrastructure
26.	Renovation of Girls Hostel	Infrastructure
27.	Renovation of reception area, flooring of campus, faculty cabins	Infrastructure
28.	Installation of new furniture for class rooms	Infrastructure
29.	Air cooling facility in Library and Confidential Section	Infrastructure
30.	Centralized Air cooling facility in Girls Hostel	Infrastructure
31.	Establishment of separate OPD / clinic	Infrastructure
32.	Establishment of ED Cell	Infrastructure
33.	Establishment of R&D Cell	Infrastructure
34.	Establishment of Confidential Section & Evaluation room	Infrastructure
35.	Creation of new sports facility for indoor and outdoor games	Infrastructure
36.	Automation of Library & introduction of E-Journals	Technology
37.	Introduction of Wi-Fi in the campus	Technology

Declaration by the Head of the Institution

I certify that that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution
with seal:

Place:
Date: