



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DECCAN EDUCATION SOCIETY'S NAVINCHANDRA MEHTA INSTITUTE OF TECHNOLOGY AND DEVELOPMENT

DES MUMBAI CAMPUS, KIRTI COLLEGE ROAD, OFF VEER SAVARKAR
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Navinchandra Mehta Institute of Technology and Development (NMITD) is a constituent Institute of the renowned Deccan Education Society (DES), Pune, founded by four patriotic visionaries - Shri. Lokmanya Bal Gangadhar Tilak, Shri. Vishnu Shastri Chiplunkar, Shri. Gopal Ganesh Agarkar and Shri. Mahadeo Ballal Namjoshi who pioneered education of the masses from primary to post graduation. Established by freedom fighters in 1885, the DES has over a period of more than 130 years established 43 educational institutions, with a galaxy of illustrious alumni including former Prime Ministers of India Shri Narsimha Rao and Shri V. P. Singh, Shri Sachin Tendulkar, ace rifle shooter Ms. Anjali Bhagwat and Mr. Nitin Pradhan, Chief Information Officer in the Obama government, USA.

In 2008, DES started Navinchandra Mehta Institute of Technology and Development in Mumbai. The Institute is named after Late Shri. Navinchandra Mehta, husband of Late Smt. Jaywantiben Mehta, Ex-Union Ministry of Power and Patron, DES. NMITD is affiliated to the University of Mumbai (UoM) and approved by the All India Council for Technical Education (AICTE). NMITD offers two postgraduate programmes, a three-year *Master of Computer Applications* (MCA) and a two-year *Master of Management Studies* (MMS) with an intake capacity of 60 seats each.

NMITD is instrumental in creating and nurturing human resource which will contribute to societal and organizational development. A student centric approach, a careful blend of Indian values and a global outlook with a balanced mix of academics and industry demands, forms the backbone of all teaching-learning processes at NMITD.

Vision

"To be a student-centric professional Institute, harnessing the full potential of technology and management in the knowledge economy with a global outlook."

Mission

"To groom future technocrats and managers, ensuring a culture of enlightened practices of technology and management for sustained growth of work organizations and making a difference to the community."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Noble lineage of the Deccan Education Society, Pune (more than 130 years).
- Imparting professional education having a global outlook and imbibing Indian values and ethos.

- Holistic development of students beyond class room activities in the form of personality development and community engagement.
- Innovative and diverse learning opportunities provided to students.
- Synergistic relations between teachers, students and non-teaching staff to enhance learning environment.
- Sophisticated infrastructure/facilities for teaching-learning, research and recreation.
- Leveraging ICT infrastructure and fully functioning ERP for smooth conduct of academic including library, examination and administrative processes.
- A rich library with rare books, practical manual, collection of books as a learning and knowledge resource.
- Cooperative alumni providing linkages with industry for internships, projects and placements.
- A robust grievance redressal mechanism, student support system, mentoring and counseling programmes.
- Appropriate environmental management initiatives such as rain water harvesting and waste management systems in place.

Institutional Weakness

- Difficulty in obtaining sizeable research funds from the Government funding agencies as the Institute is a private and reasonably new Institute.

Institutional Opportunity

- Centrally located in Mumbai which is a prime business hub which would help to explore placements and other resources.
- Making a comprehensive impact on society through Education, Research Centre and Innovation.
- Need MoUs for enhancing joint and collaborative research.
- Initiate research activities jointly with industry and research Institutions.
- Fast changing technology and Industry demands makes lifelong learning mandatory for teachers and students.
- Teacher and student exchange programmes with other Institutions.

Institutional Challenge

- Competition with postgraduate professional institutes offering same / similar programmes .
- Improve institutional branding, promotion and positioning.
- Maintenance of infrastructure.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

DES's Navinchandra Mehta Institute of Technology and Development follows all norms and regulations related to curricular and extra-curricular activities as stipulated by the affiliating University of Mumbai, the

Directorate of Technical Education, Maharashtra State (DTE) and the AICTE. The academic calendar of NMITD, prepared by the respective Course-Coordinators in consultation with other teachers of the MCA and MMS programmes, is in sync with the University academic schedules.

Curricular aspects are effectively implemented through organized academic calendar, lesson plan monitoring, faculty meetings, workshops, training, feedback and students mentoring.

Faculty members participate in syllabus revision meetings of the University of Mumbai for designing and finalizing syllabi. Two of the faculty members of the MCA programme have worked as members of Board of Studies of UoM, and contributed to curriculum design in that capacity.

Inculcation of employability skills is done through career oriented courses, to keep up with emerging national and international trends in technology and management. Such courses include *Python, Cyber Security, Ethical hacking* for MCA students; and *Basic and Advanced Excel, Digital Marketing* for MMS students. Students opt for these courses to complement their respective specialization course. The Institute also offers Certificate Courses such as *Vedanta* and *Dharma and Management* related to life skills to sensitize students to Indian culture and value systems and integrate these aspects in a management mindset and action.

An effective feedback system is deployed in order to monitor and maintain academic quality. The feedback is collected from students, teachers, parents, alumni and employers on regular basis.

Teaching-learning and Evaluation

NMITD has a diverse student community coming from several regions of Maharashtra. The Institute provides adequate support to cater to students' academic needs. The building structure is student friendly, taking care of the needs of differently-abled for whom ramps and convenient access to all areas is facilitated. The Student-Teacher ratio is optimal to facilitate student centric learning environment.

Learning progressions are achieved with careful deployment of curricular and co-curricular activities. Learning levels are identified through competency mapping that has a teaching strategy for slow and advanced learners. Student-centric learning environment provides appropriate pedagogy for participative and experiential learning. Examples of these include regular Field Trips, Live Stock Trading on Bombay Stock Exchange and Ice breaking sessions.

The Academic Calendar is based on University of Mumbai's Semester system which ensures year round activities of curricular and co-curricular activities.

Programme Specific and Course outcomes are based on the Learning Outcomes as defined by the University of Mumbai and are used to define the teaching-learning process. The Institute has a mechanism for assessment of the Programme and Course outcomes.

Evaluation of MCA and MMS courses is done as per the rules and regulations of the University. Internal assessment is carried out for both the programmes as per the prescribed format which is transparent, fair and robust.

Teaching-Learning processes are continually improved based on students' results and feedback. Any grievances in such regards are addressed in a timely manner.

Research, Innovations and Extension

The Institute promotes research culture among faculties and students by ensuring and facilitating active participation in research related activities and by providing infrastructure and other resources.

Organization of national conference(s) for technology and management provides a platform for our students and teachers to delve in enriching discussions, with research scholars, academicians, industry experts and entrepreneurs, on current themes relevant to both educational and corporate sectors. Further more, teachers and students are given a learning platform by encouraging their participation in various workshops, seminars, guest lectures by means of forming MoUs with various organizations such as BSE and Lokmat.

The Institute requires that the research carried out at all levels is conducted according to high ethical standards, which is monitored by the *Research & Development Committee of the Institute*. The syllabi of both MCA and MMS programmes include research projects, internships and live-case studies, as a result of which credible research papers of the teachers and students have been published in UGC listed journals, and authentic Conference Proceedings. To facilitate research, the Institute provides access to research databases such as J-Gate, EBSCO and CRISIL.

The Institute has three faculty members with Ph.D. degrees, one of whom is in the process of pursuing her Post Doctorate studies at Oxford University, UK. Five faculty members and two library staff are presently pursuing their Ph.D.

The Institute serves the community through extension activities such as *Techno Police*, Blood donation campaigns and Consumer Awareness Programmes, in which students and teachers are actively involved.

Infrastructure and Learning Resources

Well maintained physical facilities including Laboratories, Classrooms, Library, Recreation Room are available for the students and staff members at the Institution.

Classrooms and laboratories are equipped with LCD projectors, both black boards and white boards for facilitating several modes of pedagogy employed by the teachers. All classrooms and Seminar Halls are ICT enabled.

The computer laboratories are fully equipped, with latest versions of software and apt versions of hardware as prescribed in the syllabus. The systems also provide open source software for students' exploration. The Institute has 1:1 student- computer ratio.

The Institute encourages students to participate in sports and other extra-curricular activities. For this, an open ground, fully equipped gymnasium, yoga center and recreation room are available at all times on the campus. The Institute upgrades the infrastructure as per needs of students and staff.

The Library provides an excellent collection of text and reference books, journals, databases, magazines and a

book bank facility. Teachers' theses and research publications are a part of the knowledge resources in the library.

The upgradation of IT facilities is in keeping with technological trends. A high speed (100 mbps) internet facility is provided to all internal stakeholders of the Institute. The essential support systems such as CCTV, Water dispensers, Housekeeping, Security Guards and the Computer Lab are all under Annual Maintenance Contracts. Appropriate lighting systems are installed and proper ventilation is maintained on every floor.

Overall, the Institute provides a very pleasant and conducive environment for study.

Student Support and Progression

The Institute provides all essential assistance to the students, to obtain meaningful learning experience on the campus such as career counseling, remedial coaching and soft-skills development. It provides comprehensive environment for a versatile personality development and to inculcate good moral values among the students.

The Institute looks into students' participation in co-curricular and extra-curricular activities. There is active alumni engagement through alumni meet, conferences on campus, guest lectures, training and students' interaction which supports the progression of students to higher education and gainful employment.

The Institute helps students to avail Government, State Government Minority and Economically Backward Class (EBC) scholarships by making them aware about various norms of government and non-government policies such as VidyaSarathi and Vidya Lakshmi of National Securities Depository Ltd.(NSDL).

The Institute provides capability enhancement of the students and promotes continuous achievement leading to individual transformations, through career counseling, employability training programmes and pre-placement activities. Special attention is paid to slow learners and bridge-course students through remedial coaching and extra lectures. Students are motivated to have a balanced personal life through individual mentoring, counseling, special meditation and yoga programmes.

The Institute has a *Cultural Committee* which helps students in conducting the annual cultural festival "*Roo-ba-roo*" wherein various cultural and sports activities are organized for alumni and current students. This event is planned and conducted with the help of members of the *Students Council*.

Governance, Leadership and Management

The vision and mission of the Institute focuses on grooming students to pursue careers as technocrats and managers of the modern world, thus ensuring a culture of enlightened practices of technology and management.

Decentralized and participative management is employed for smooth functioning of the all activities at the Institutional level. Besides the Governing Council, the College Development Committee (previously the Local Management Committee) is instrumental in preparing an overall comprehensive development plan to ensure excellence in curricular, co-curricular and extra-curricular activities. Several statutory and Institute-level committees have been constituted to plan, execute and strengthen research and extension activities; academic collaborations to enhance teaching and research; and plan major annual events in the college. The IQAC has been constituted in December 2015. The Director of the Institution is a major driving force for all policy

planning and development work of the Institute. At the departmental level, the Course Coordinators are entrusted with the responsibility of handling academic and other related activities for their respective courses.

With respect to service rules, procedures, recruitment and promotional policies of teaching staff, the DES adheres to the norms of UGC and AICTE, whereas for support staff the DES maintains the roster Institute-wise, which is used for purposes of recruitments. The Institution has an organized performance appraisal system, seeking feedback from appropriate stakeholders, generating effectiveness at the workplace.

Adequate planned budgetary provisions are made for development of infrastructure, for conducting various curricular, co-curricular and extra-curricular activities, new initiatives, welfare schemes of students and research activities.

Institutional Values and Best Practices

NMITD maintains gender equity and parity, with special attention to safety of women on the campus. Sensitization programmes are organized regularly. CCTV cameras have been installed across the campus to ensure security and well-being of female students. A separate *Common Room* and counseling facilities are provided to girl students. Regular sessions for Self Defense and Women Empowerment are organized by Shifu Premanand Ghag, one of our alumni.

The Institute is housed in an eco-friendly Green and Clean Campus, having a good green cover. It has a rainwater harvesting system, the water from which is used for watering the gardens and plants on the campus. This water can be used in the sanitary blocks too. Tie-ups with agencies ensure collection and disposal of e-waste and hazardous waste. Some of the *green initiatives* include Students, Staff using bicycles and public transport. The Institute is striving for a plastic-free campus and a paperless office by implementing ERP.

NMITD has a *Code of Conduct* for its students and employees. The Institute's core values, which lay significant emphasis on ethics, human values and community engagement, are displayed on its website for effective dissemination.

All days of national importance and Founders' Day of Deccan Education Society are observed with many activities inculcating universal values.

The two best practices of NMITD include *Abhijna - Know thyself* and *Abhyudaya – Personality Enhancement using Neuro-Linguistic Programming and Emotional Intelligence* . Both are experiential learning initiatives focusing on managing the inner self and its reflection on external relationships.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DECCAN EDUCATION SOCIETY'S NAVINCHANDRA MEHTA INSTITUTE OF TECHNOLOGY AND DEVELOPMENT
Address	DES Mumbai Campus, Kirti College Road, Off Veer Savarkar Marg, Dadar(W)
City	Mumbai
State	Maharashtra
Pin	400028
Website	www.nmitd.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	Samadhan Kashiram Khamkar	022-33914561	9324671438	022-24325700	director@nmitd.edu.in
IQAC Coordinator	Rasika Mallya	022-33914564	9819682436	-	rasikamallya@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	08-10-2007
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University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	30-03-2017	12	

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	DES Mumbai Campus, Kirti College Road, Off Veer Savarkar Marg, Dadar(W)	Urban	0.5	2090.05

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MCA,Technology	36	Graduation	English	60	60
PG	MMS,Management	24	Graduation	English	60	58

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				5				13			
Recruited	0	0	0	0	0	1	0	1	5	7	0	12
Yet to Recruit	2				4				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	9	8	0	17
Yet to Recruit				2

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

Qualification Details of the Teaching Staff

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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	3	0	7

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		17	2	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Certificate	Male	348	152	0	0	500
	Female	200	40	0	0	240
	Others	0	0	0	0	0
PG	Male	124	50	0	0	174
	Female	83	18	0	0	101
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	20	19	17	14
	Female	11	14	10	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	20	22	16	16
	Female	24	19	12	11
	Others	0	0	0	0
General	Male	134	129	146	166
	Female	66	61	78	98
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		275	264	279	308

3. Extended Profile

3.1 Program

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

Response: 568

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

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

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
275	264	279	308	280

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

2017-18	2016-17	2015-16	2014-15	2013-14
120	120	126	132	126

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
101	96	112	110	109

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	13	15	15	15

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

2017-18	2016-17	2015-16	2014-15	2013-14
21	21	21	21	21

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 09

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

2017-18	2016-17	2015-16	2014-15	2013-14
127	108	186	107	114

Number of computers

Response: 243

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The DES's Navinchandra Mehta Institute of Technology and Development runs two programmes, Master of Computer Application (MCA) and Master of Management Studies (MMS) which are approved by AICTE and affiliated to the University of Mumbai. The institute follows all its norms that govern curricular, research and co-curricular activities administered and conducted from time to time. These norms extend and inherent freedom of transacting and conducting these activities in a manner befitting, that institute enjoys with the spirit enshrined in its vision and mission.

Curriculum transaction and its outcome evaluation are systematized by proper planning, scheduling, delivery and monitoring of the activities undertaken by preparing academic calendar.

As per the university academic schedule, the academic calendar is prepared by respective course-coordinators in consultation with other faculties for both MCA and MMS programmes. The academic calendar is supported by semester plan which constitutes lesson plans and weekly timetable as per the teaching scheme mentioned in the curriculum.

The departmental meetings are held throughout each semester to ensure that the teachers follow the syllabus as per the prescribed pattern course-wise. The syllabus given by the University of Mumbai illustrates in detail the number of hours and topics to be covered for each unit in every course for both MCA as well as MMS. Accordingly all faculties of both departments follow the teaching pedagogy on the lines of University of Mumbai.

For effective curriculum delivery, the institution provides the facilities like computer laboratories where students are provided with individual PCs and Smart Board. Institute also offers wider range of electives and certificate courses to enhance curricular aspects. MCA department conducts add-on practical sessions to enhance technical skills of the students. MMS department on the other hand conducts regular co-curricular activities like self-help videos, group discussions, debates and role-plays to sharpen the managerial skills of the students. To ensure effective curricular implementation, the institute provides internships and/or open source projects to the students as per their chosen domain. The teachers ensure that the students develop a research based approach by motivating them to publish their research papers and participate in related activities. Regular one-day as well as long Industrial Visits are also arranged by both the departments to enlighten students with practical knowledge for various domains.

Due emphasis is laid on teaching the students by well trained and knowledgeable teachers under the program of 'train the trainer'. Faculties are given in-house training as well as sent out for the training for content design and its delivery. Moreover, five faculties were sent under the Faculty Development Program, few have attended orientation program and also refresher course. All faculties have attended workshops, seminars and conferences within the assessment period. Faculties are encouraged in

participating for various research activities. The institute also has faculties who have authored various textbooks / reference books of technology and management.

These collaborative and comprehensive activities ensure effective curriculum delivery for MCA and MMS programmes.

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

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

Response: 8

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

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

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

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

Response: 169.01

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	7	4	4	5

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>Response: 43.13</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 245</p>	
File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document
<p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.</p> <p>Response: 2</p>	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document
<p>1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>Response: 90.46</p>	
<p>1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p>	

2017-18	2016-17	2015-16	2014-15	2013-14
247	235	258	277	255

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

1.3 Curriculum Enrichment

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

Response:

The institute is committed towards an education that enables holistic development of students, metamorphosing them into becoming multi-faceted human beings. This entails sensitizing students towards issues related to gender equality, environment & sustainability, human values and the ethical dimensions which are implicit in every decision or action we take in our personal, professional, and social life. The curriculum of both programmes MCA and MMS is designed and time-to-time revised so as to incorporate subjects directly addressing these cross-cutting concerns. As such, it provides enormous scope for openly discussing, questioning and practically demonstrating the various aspects under-pinning these issues.

For instance, Ethics & CSR, Green Computing, among others, are some elective subjects in MCA programme that directly address concerns related to ethics and environmental sustainability, similarly in MMS programme we have, Indian Ethos in Management, Rural Marketing, and knowledge management as some of the subjects and Corporate Social Responsibility Projects discussing and demonstrating the role of ethics in management, marketing towards rural development and role of corporates towards wider social well-being.

During regular lecture delivery, teachers also discuss about the climate science, climate modeling and explore the related sustainability possibilities in terms of energy, transportation, and food production needs of global human populations.

Besides the syllabus contained, Institute over the last few years, also has been conducting various short certificate courses and weeklong workshops towards this purpose. They are as listed below:

- **‘Vedanta, Dharma and Management’:** A three month certificate course conducted by MMS faculty Dr. Anita Bobade. The course illustrates the often ignored relevance of ancient Indian philosophies and value systems to the management problems of the modern techno-industrial era. The inherently narrow, mechanistic and utility maximizing transaction-oriented methods of management as developed in west is contrasted with the holistic and integrated outlook propounded by Ancient Indian Systems of Philosophy and Management.

- **‘Women Self-Defense-Concepts and Training’**: A week-long certificate course empowering women of all ages with self-defense education, awareness, techniques and training.
- **‘Gender Equality and Women’s Rights’**: A course aimed at sensitizing complex issues related to gender equality, its history and objectives from a feminist perspective.

In addition the Institute did organize one day seminars delivered by knowledgeable resource persons on wide ranging topics:

- **A Seminar on Indian Science**, delivered by Mr. Jayant Sahasrabudde, the organizing secretary of *Vidyan Bharati*,
- **Relevance of Swami Vivekananda for Youth in 21st Century**, delivered by a resource person from Ramakrishna Mission
- **Principles of Chanakya** delivered by a resource person **Mr. Radhakrishnan Pillai**

File Description	Document
Any Additional Information	View Document

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

Response: 5

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

Response: 5

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 76

1.3.3.1 Number of students undertaking field projects or internships

Response: 209

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A.Any 4 of the above</p> <p>B.Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A.Any 4 of the above</p>	
File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: C. Feedback collected and analysed</p>	
File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	9	12	8	2

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 90.78

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

2017-18	2016-17	2015-16	2014-15	2013-14
275	264	279	308	280

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

2017-18	2016-17	2015-16	2014-15	2013-14
300	300	312	324	312

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

applicable reservation policy during the last five years

Response: 48.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
75	74	55	44	54

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

2.2 Catering to Student Diversity

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

Response:

The culture and value system of the Institute promotes positive environment for the development and enrichment of the students on campus.

The students are assessed based on the levels of their competencies. The Admission Committee plays a vital role in the same. During the admission counseling round, the committee interacts with the students and familiarizes them with the curriculum and the academic requirements for the students. This gives the students a fair idea about the nature of the MCA and MMS programmes. Induction Programme of three days duration is held every year at the start of the new academic batch. This familiarises students about the overall course structure, subjects, industry requirements and also it helps students for selecting their subject specialization.

The Institute promotes and emphasizes on a healthy teacher-student interaction. Learning levels of various students are identified through competency mapping, counseling, regular assessments and tests. According to learning capabilities, the students are segregated into slow learners and advanced learners.

Bridge courses are especially conducted for students where students from different disciplines are enrolled to be in the lines of interdisciplinary approach.

Remedial Coaching Programme: The institute conducts remedial classes for the students who are unable to cope with academic requirements in some of the subject areas.

The Institute conducts mock viva, guest lectures, mock practical and problem solving sessions for

enriching the performance of students.

Additional lectures are conducted for slow learners to enable them, to absorb, retain and clarify doubts and queries. The Institute advocates a contingent approach towards slow learners by regularly interacting and mentoring them depending on their academic record, family background and socio-economic status.

The advanced learners who are performing well in various subject areas, are connected with our alumni who are placed at niche positions across various corporate sectors. The students with entrepreneurial skills are motivated and encouraged to enhance the same by interaction with industry experts and entrepreneurs.

IQAC has suggested conducting fundamental courses frequently in order to lay the foundation for various subject domains. Accordingly, various add-on and value added courses are offered to the students.

The Institute adopts a comprehensive approach and conducts the following activities:

- 1) Encouraging students' creativity, logic building and leadership skills by assigning them responsibilities and tasks such as critical analysis of various case studies, book reviews, gamification, role play, open source projects and theme wise projects development.
- 2) Involving them in co-curricular and extra curricular activities, add-on courses, seminars, workshops and conferences. As per the suggestions of IQAC various related activities are conducted by the institute. These activities help to develop personal accomplishment among students.
- 3) Regular library sessions helps engaging students in Library activities and exercises such as online case studies, financial report analysis and e-book reviews.

The above parameters help us to assess the different learning levels of students including advanced learners and slow learners.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 21.15

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.36

2.2.3.1 Number of differently abled students on rolls

Response: 1	
File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document

2.3 Teaching- Learning Process

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

Response:

The Institute understands the importance of student-centric methods in the teaching-learning processes. In order to inculcate the same, different systematic methodologies such as training, mentoring, research activities and feedback is carried out in the Institute. The broad framework of the curriculum of MCA and MMS gives ample scope to include student-centric methods in the teaching pedagogy.

Experiential Learning: Apart from the traditional chalk and board learning, students are also encouraged to engage in purposeful endeavors which would make them reflect on the subjects taught in the classroom. This experiential learning includes summer and winter internships; laboratory learning and Live Stock Trading on Bombay Stock Exchange.

Regular field trips/One-day Industrial visits are organized by the Institute to impart experiential learning. The management field trips at Coca-Cola, Navneet publications, NITIE, NSE, Mysore Sandal and Jaipur Ceramics. focused on detailed production chain, supply chain, manufacturing and packaging techniques. Experiential learning is enhanced with visits to the local government markets like APMCs, Fish Yards and Dairy Co-operatives and also to the Special Economic Zones like SEEPZ (Tara Jewels). Also, the technology students explored different technologies used at companies like Microsoft, Compucom, Jaipur, RTTC, Powai and Sundaram during their industrial visits. The students prepare and present reports after visit.

Participative Learning: Interactive learning activities in DES's NMITD engage students by allowing them to actively participate and verbally respond within the learning environment. Group discussion, case studies, questionnaires, group presentations, poster presentations, app development and other group assignments for MCA students. Participative learning is more engaging as well as mentally stimulating and prepares students for working in formal groups. Ice breaking session help students to create bond among them.

The annual fest of the Institute, "Roobaroo" also give a platform for interdisciplinary activities where the students utilize both their management and technology skills. Also institute conducts seminars like "Best Foot Forward" to connect academics to corporate. Through this seminar, various activities help students to inculcate professionalism in their personalities. Then activities like CSR done annually is also a group

activity where students are sensitized to their responsibility to the under privileged section of the society. The web portal of institute and feedback app, developed by our students is the best example of participative learning and was successfully implemented and used effectively.

As recommended by IQAC, to enrich students with practical approach, frequent guest lectures, seminars and workshops are initiated.

Problem Solving Methodologies:

Current market scenarios and practices are covered in routine assignments as case studies for various subjects. Problem solving sessions based on application development, website development, debugging, UML Designing and Database are conducted for technology students. Role plays, business quiz, designing business models and article reviews on various domains give the students exposure to tackle real-world issues. Also , Neuro-Lingustic Programming (NLP) communication model is implemented to solve inter-personal problems, along with that Emotional Intelligence sessions are conducted to develop self-management techniques among students.

Hence, above mentioned student centric strategies improves their learning experiences and enrich their personal as well as professional growth.

File Description	Document
Link for Additional Information	View Document

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

Response: 30.77

2.3.2.1 Number of teachers using ICT

Response: 4

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 21.15

2.3.3.1 Number of mentors

Response: 13

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The institute encourages innovative teaching-learning methods and promotes creativity amongst both teachers and students. The existing course/ subjects are taught with current market trends for the benefit of the students. It helps in boosting the students' confidence.

In NMITD, innovations and creativity is imbibed at the events held for students. This gives ample scope to build skills like team building, event management and leadership among students that ensures success for all events. Apart from this, teachers and students are encouraged to participate in various research activities based on IQAC suggestions.

Based on academic curriculum, MCA faculty members initiate creative ideas among students like UML designing for any real-life applications, simulation of debugging techniques, designing demo web portals for any content management systems, creating and executing test cases for UML models or any demo application. Faculties motivate students to apply their innovative and creative ideas for diverse activities like reviews of technical articles, web portals, mobile apps and technical brainstorming sessions and small scale applications development.

MMS teachers ensure the same among the students based on their respective specializations.

In Marketing to make the contents practical oriented, various methodologies are adopted like virtual retail store to teach retail management, visits to various organized and unorganized markets like APMC and Dockyard. Marketing Students are also helped by faculty members to create business models and business plans on the lines of changing market. These students are also asked to conduct market survey to know the facts and correlation of primary and secondary market on the basis of which they can easily trace out the brand performance and its ranking. Events like Mock-Stock, Share Bazar in association with BSE and ShareKhan , give the finance students a platform to learn about the share market and live trading. Advanced Excel training and Financial Report analysis on CRISIL further strengthens their financial and analytical skills. The competencies of HR students are enriched by Harvard Business Review case studies and activities like competency mapping and training need analysis. Self-help videos and personality tests are other means by which HR students are groomed for their personal and professional growth. IT students are trained for practical knowledge by giving hands-on sessions for the domains learnt theoretically. The institute utilizes e-resources as a platform to create its web presence. One such example is students of academic year 2013 have developed and launched mobile app for intercollegiate festival- "RooBaRoo". The app helped in online registration of participants and to promote the events on mobile.

Teachers and students express their innovative thoughts through blogs. The use of social media is explored for getting knowledge and information by teaching fraternity. The same helps in sharing knowledge with students which results in cumulative outcome.

The above innovative and creative teaching and learning practices enhances learning outcome of the students as a whole which results in better performance of the students holistically. Apart from this, it results in participative approach of the students, which motivates teachers to explore new ideas towards teaching learning progression.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 67.62

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 19.9

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

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

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 13.08

2.4.3.1 Total experience of full-time teachers

Response: 170

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 126.76

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	4	4	8	0

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

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

Response: 27.62

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	6	6	4

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

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

Response:

MCA and MMS programmes are affiliated to University of Mumbai, the rules and regulations for conducting the same are as per the University of Mumbai. Given below is the syllabus pattern and assessment scheme for MCA programme.

Academic Year	Semesters	Syllabus Pattern	External Evaluation	Internal Evaluation
2012-13	SEM I-II	CBSGS	80	20
	SEM III-IV	Revised	100	25
	SEM V-VI	Revised	100	25
2013-14	SEM I -II	CBSGS	80	20
	SEM III-IV	CBSGS	80	20
	SEM V-VI	Revised	100	25
2014-15	SEM I to VI	CBSGS	80	20
2015-16	SEM I to VI	CBSGS	80	20
2016-17	SEM I-II	CBCS	80	20
	SEM III-IV	CBSGS	80	20
	SEM V-VI	CBSGS	80	20

For laboratory work: Also laboratory work for different practical subjects of 100 marks is as follows:

- a) Term Work (25 Marks)
- b) Practical (50 Marks)
- c) Oral (25 Marks)

The internal evaluation of theory as well as practical subjects is done on the basis of periodical internal tests, mock-vivas, presentations and projects. Journal is prepared for practical subjects with the code snippets and outputs for particular subjects.

For MMS, Semester I and II examinations are conducted internally on behalf of university of Mumbai. The college has the following three committees:

- 1) Examination Committee.
- 2) Examination Unfair means/Grievances Committee.
- 3) Result Committee.

These committees work in co-ordination with each other and ensure that the following objectives are met:

- Responsible conduction of Examinations and related matters.

- Prevention of any malpractices in Examinations.
- Handling Exam related grievances.
- Accurate and precise result preparation and declaration within the stipulated period of time.

Standard Operating Procedure for MMS-Examinations

The changes in the evaluation system taking place from time to time are communicated by the University to the colleges through online circulars. Students are informed about pertinent Ordinances related to examinations through college prospectus and website.

Some of the important reforms during last academic year were

1. Giving the question papers exam codes
2. Sending SMS to Students about exam alerts and results through ERP
3. Exit meetings after final semester presentations
4. Giving question bank, study material to students

However as per the suggestion of the IQAC, one common week for the internal assessments of MCA and MMS programmes is incorporated from the academic year 2017-18.

Course Coordinators in consultation with IQAC determines the nature and kind of internal evaluation on which the students and teachers are frequently informed.

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

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

Response:

The internal assessment is carried out for both the courses as per the prescribed format given by the university. For MCA, the prescribed format refers to periodical exams, practical sessions, mock vivas, assignments, problem solving sessions and project presentations. For MMS course, the internal assessment includes a variety of activities like Midterm Test (Minimum 1)

Group Presentations, Role Plays, Case Studies, Assignments, Projects, Viva-voce, Class participation and similar activities. depending on the subject concerned.

To maintain transparency and robustness in internal assessment, the institute has a well constituted Examination Committee, Unfair Means/Grievances Committee and Results Committee

The examination committee of MCA takes care that internal exams are conducted time to time based on syllabus contents as per the university norms, which also helps students for final university exam.

According to curriculum, semester VI students are evaluated internally as well as externally by their respective mentors based on their project and research related activities during their internship. As per the IQAC suggestions, the result committee will be maintaining result related information of internal assessment.

Since the major part of MMS course assessment is internal, the SOP is followed strictly under the norms of University of Mumbai such as the question paper is set as per the prescribed format, additional examinations are conducted as and when required to make exam system robust. According to curriculum, semester IV students are evaluated internally as well as externally by their respective mentors based on their internship project work. The Exam Committee maintains transparency by keeping students and the faculty well informed about the exam schedule through notices and website updates. The teachers are kept well informed about the entire do's and don't of conducting internal as well as University examinations.

The conduction and evaluation of the examination is done on an equitable and a fair-minded atmosphere. Assessment is done through a Centralized Assessment Programme (CAP) in the college premises. All the norms given by the University of Mumbai are adhered to for MCA as well as MMS. The facility of revaluation of marks is extended to the students. They can apply for the same within a week from the date of declaration of result. Supplementary and/or additional exams are conducted as per University norms.

The institute gives importance to internal assessment since the institute believes that internal assessment is the first step of effective curricular growth. Simultaneously, transparency and robustness are also taken care to maintain healthy environment among students and faculties.

File Description	Document
Any additional information	View Document

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

Response:

The grievances of examinees regarding evaluation of University examinations are addressed as per the rules and regulations of University of Mumbai. The college has constituted an Examination Committee, Examination Unfair Means Committee and Results Committee.

Examination room and all classrooms are under CCTVs surveillance. Before the commencement of the Examination paper, the said examiner/question paper setter is asked to be available for any queries related to the question paper. Similarly any query/corrections received from the University of Mumbai during the examinations, are communicated to the said students immediately. If there is any delay in receiving the question papers from the University of Mumbai, prompt communication regarding the same is initiated by the Institute. Benefit of doubt for the same is given to the students as per the directives of the University. Similarly, any delay from the examinees in reaching the examination center due to natural unavoidable circumstances is also considered as per the directives of the University.

The student can apply for rechecking and revaluation of marks within a week from declaration of results. A request for the photocopy of the answer book can be made by the examinee. Any malpractices/unfair means are referred to the Examination Unfair Means Committee for necessary action.

Results are meticulously checked and verified by the Results Committee to avoid data entry errors affecting the performance of the students. The result generation for MMS is through the ERP Process.

File Description	Document
Link for Additional Information	View Document

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

Response:

Since both MCA and MMS programmes are affiliated to the University of Mumbai, the broad framework given by the University of Mumbai is adhered to throughout the academic year.

On the basis of the above framework, academic calendar is prepared with the duration of teaching days, commencement of examinations, conduction of co-curricular events, various activities/events, holidays/vacation periods and Industrial Visits. At the start of the academic year, the master timetable is prepared along with regular timetable to ensure smooth conduction of MCA and MMS programmes.

The academic calendar mentions the date of syllabus completion and commencement of examinations which is strictly followed by both MCA and MMS. Lesson plans are also prepared on the lines of Academic Calendar. To review the smooth implementation of the academic calendar, departmental meetings are conducted.

For MCA as well as MMS the assessment and evaluation prescribed by the University of Mumbai is followed. The criterion for MCA is 80:20 with the components of External Examination and Internal Assessment respectively. The criterion for MMS is 60:40 with the components of External Examination and Internal Assessment respectively. As per the suggestion of IQAC, one common week for the internal assessments of MCA as well as MMS programmes is incorporated.

The Examination Committee ensures fair and transparent conduction of Examinations. The Centralized Assessment Programme (CAP) is carried out in the college. Grace marks are given to the students as per the University rules. Results are prepared and declared with utmost accuracy by the Results Committee to ensure accomplishment of the academic calendar.

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

2.6 Student Performance and Learning Outcomes

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

Response:

DES's NMITD adheres to the syllabus prescribed by the University of Mumbai for MCA and MMS. Learning outcomes and Course Outcomes for both the academic programmes have been clearly articulated, documented and made available on their website as well as institute's website. In addition, the learning outcomes and the course outcomes for each additional course offered by the Institution is also defined.

The course outcomes (CO) of each course are discussed among the faculty members within the departments across various institutes of University of Mumbai, so that they are in-line with the programme outcomes. In order to make students aware of the learning outcomes of each course, mention of these outcomes is made mandatory in each course outline and every faculty member corelates the learning outcomes of the course offered in the course content and schedule. All programmes are designed and delivered in a manner to develop ability to apply knowledge besides learning the concepts and theory. All faculty members across both the departments are sensitized to the course outcomes, during the beginning of the academic year at the departmental meeting .The faculty members are also encouraged to attend lectures of eminent scholars, corporates for knowing emerging challenges and opportunities in technology and management.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

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

Response:

The students are evaluated throughout the semester, both continuous and end-term/ semester, in each of the programme and courses. The system is geared to evaluate the extent to which students have been able to acquire the predefined learning outcomes and competencies. The course outcomes (CO) are linked to the programme specific outcomes (PSO) and finally linked to overall programme outcome (PO).

For instance, the CO of the subject Financial Markets and Institution is “To understand different

components of the Indian Financial system globally and their functions” and the Programme Specific Outcome (PSO) for MMS Finance is “To employ financial Knowledge and various Financial Markets in India and Abroad to make wise investment decision for the corporate”. The Programme Outcome (PO) for MMS would be “Utilize qualitative and quantitative methods to investigate and solve critical business problems”. Similar framework is applied for other courses.

The students development due to well defined COs , PSOs and POs ie reflected in the following indicators like, Percentage of Students who are passing both for MCA and MMS, Placement Record, Average Salary, Bonding with the Institute and Proactive Participation in the various activities of the Institute, Pursuing Higher Studies in India or Abroad, Alumni and Students’ Contribution to Society.

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 92.63

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

Response: 88

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

Response: 95

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.67

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

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

Response: 0

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

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

Response: 18

3.2 Innovation Ecosystem

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

Response:

Abiding by the vision and mission designed by the institute, a student- centric approach is followed at

DES's NMITD. This ensures the students here are groomed to make a difference for the community in the future. Accordingly, the institute considers students, faculties, industry experts, resources like laboratories, library, e-resources like online journals as an integral part of innovation ecosystem. The institution under the purview of innovation ecosystem has the following activities:

1. Research Activities
2. Promoting startups/entrepreneurship
3. Placements

The institute believes in enriching the domain knowledge of students through research. The faculties thereby, motivate and encourage students to explore their respective research ideas. To facilitate this, a centralized incubation center is available in DES.

As per the suggestions of IQAC, the institute conducts conference for technology and management. Apart from this, the students are given a learning platform by the means of library workshop and conference.

During the rigorous mentoring sessions, various abilities and skill sets of the students are identified by the mentors. The said sessions provide the faculties a platform to groom students from the perspective of placements. For instance, E-Cell of the Institute, conducts the activity called "Jugaad", in which students are expected to gather information about unique products which are available across the countries which can easily be sold in the local market. The students are asked to then display the same products in the Institute premises.

This in turn helps in channelizing the competencies of the students helping them in recognizing their entrepreneurship skills.

As a training and development initiative workshops, seminars and management and faculty development programmes are organized and/or conducted by the faculties of our institute at the campus or outside the campus incorporating updated concepts like Emotional Intelligence, NLP, Image Management, Java Collection Framework and Spring MVC, SPSS and Trading.

File Description	Document
Any additional information	View Document

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

Response: 0

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

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

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	
Response: No	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards	
Response: Yes	
File Description	Document
e- copies of the letters of awards	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years	
Response: 2	
3.3.3.1 How many Ph.Ds awarded within last five years	
Response: 2	
3.3.3.2 Number of teachers recognized as guides during the last five years	
Response: 1	

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

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

Response: 1.83

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	10	0	0	0

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

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

Response: 4.79

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

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

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

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

Response:

The Institution encourages promotion of community service by arranging various activities and programs to sensitize students about social issues. Faculty members play a vital role in the same and encourage student involvement in social activities. Teachers in coordination with students keep track of all the activities including the objectives, finances, outcomes and initiatives.

The Institute had organized a blood donation camp in association with J.J. Mahanagar Blood bank and book donation drive in association with Fandry foundation.

The Institute also organized the food donation camp for the under-privileged and orphanage children of Girija Balmandir, Beed (Sahara Anathalay Parivar). The students and faculty members of NMITD under the coordination of Ms. Apeksha Gaje and alumni Mangesh Sutar arranged for foodgrains and other non-perishable food items which were delivered to Girija Balmandir.

The Institute in collaboration with the Rotary Club, Mumbai, conducted the training program "Technoplice" for Mumbai Police on stress management and Marathi Typing. The teachers conducted stress management sessions and the training on Marathi Typing was conducted with the support of students.

For the last two years, students have been visiting Prathamik Ashramshala, Khuded, near Palghar Dist. Thane. Here, the Institute has been organizing donations in the form of cash and kind. The donation in kind includes books, clothes, hygiene products and necessary household.

Programmes on Tobacco Cessation and Anti-tobacco awareness were conducted to spread awareness about hazards caused due to Tobacco consumption and mechanisms to deal with addiction. The Institute had organized an anti-addiction drive through wall painting in collaboration with NSS Unit, Kirti College, Dadar in the year 2016-17. Drug, liquor, electronic gadgets, social media and other kinds of addiction is destroying the society and hazardous to the health of the citizens. Addictions of drug, liquor, technology etc. have destroyed the creative power of millions of youth. Considering a need to launch a movement to keep the youth, children and society, to stay away from this dangerous thing anti-addiction drive through wall painting, graffiti was initiated by DES's NMITD Institute in collaboration with NSS Unit, Kirti College, Dadar.

The Institute in association with Lodha Foundation had set up a medical camp to give free medical checkup facilities to everyone who attended the camp.

The Institute had conducted a Dadar beach cleaning drive in collaboration with NSS unit, Kirti College, Dadar in the year 2015-16 inspired by the scheme Swachh Bharat Abhiyan (SBA) a campaign in India that aims to clean up the streets, roads and infrastructure of India's cities, smaller towns, and rural areas. The teachers and the students who participated in the drive realized the importance of Swachh Bharat Abhiyan and the need to spread awareness regarding the same.

A Self defence Training Camp was organized for girl volunteers in the NMITD campus in association with Rakshnaya Alliance and Advaita Pratishthan. Mr. Premanand Ghag, the Alumni of the Institute himself

was the instructor for the camp. The Institute got a huge response for this camp and the camp was widely appreciated.

File Description	Document
Link for Additional Information	View Document

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

Response: 9

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	1	1	1

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

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

Response: 22

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	6	7	3	2

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

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

Response: 72.46

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

2017-18	2016-17	2015-16	2014-15	2013-14
195	222	250	280	75

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

3.5 Collaboration

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

Response: 37

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	04	10	07	06

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

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

Response: 13

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

2017-18	2016-17	2015-16	2014-15	2013-14
05	04	02	01	01

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Infrastructure provided to the students by the Institution is as per the AICTE norms. In line with this, the institution has management council room, technology-enabled air conditioned classrooms, laboratories, well stocked library, reading room, seminar hall, gymnasium, canteen, ladies common room, restroom, recreation room and common ground. Following infrastructure facilities are made available to the students:

Classrooms: Technology enabled adequate number of well-furnished acoustic classrooms for lectures (core/electives), seminars, tutorials and other similar activities.

Laboratories:

1) Computer labs are equipped with servers, upgraded computers with high-speed internet connectivity, good quality printers, scanners and efficient UPS backup.

2) Good Learning Practices include learning material like laboratory manual, product brochure, data sheets and Open source software for various academic programs.

Sr.No	Facilities	Details	Area(Sq.mtr)
1	Number of classrooms with projector facilities	7	481.515
2	Number of classrooms with Wi-Fi/LAN facilities	7	481.515
3	Number of seminar halls with ICT facilities	1	280.00
4	Tutorial Room	1	25.62
5	Well-equipped Laboratories	2	296.78
6	Reading Room & Language Lab	1	107
7	Staff room	2	40.95
8	Recreation room	1	28.94
9	Management council room	1	36.69

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

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

Response:

The extra-curricular activities prepare the students for learning life, organizational and leadership skills which prepare them to work in multi-cultural backgrounds. Thus the culture and climate of the institution enables students to be lifelong learners and innovators. Extra-curricular activities like sports, outdoor and indoor games, gymnasium, cultural activities, communication skills development, yoga, sessions on health and hygiene etc are conducted for students. The institution provides the following facilities:

Outdoor Games – Ground for Football, Cricket, Kho-Kho, Kabaddi and other sports

Indoor Games - Table Tennis Boards, Carroms, and Chess boards

Gymnasium – Well equipped air conditioned Gymnasium for the use of students and staff.

Yoga, Health, and Hygiene –Informative sessions are conducted on topics like Anti-Tobacco, Stress management, yoga etc. User rate for below mentioned facilities is around 30 students per day.

Name	Area/size (sq.mt)	Year of Establishment
Outdoor Games	2208.00	2008
Indoor Games	28.94	2008
Gymnasium	105.88	2008
Yoga Centre	280	2013

Cultural Activities-Every year institute organizes an inter-collegiate Annual Social Festival called “Roo-Ba-Roo”. The said event is exclusively handled and executed by MCA and MMS students under the leadership of Students’ Core Committee and able guidance from the teachers. Various activities like street plays/ skits, LAN gaming, mock stock, management and technical quiz, debugging and various competitions like face painting, rangoli, mehendi, photography and similar activities. are arranged by the students. Students from both departments are encouraged to showcase their cultural talent on the eve of annual day. On the occasion of Independence Day and Republic Day students perform various activities related to national integration. Also, on the occasion of founders’ day, the institute sensitizes the students about glorious history and inspirational thoughts of DES’s Founder members. The institute also celebrates birth anniversaries of various prominent freedom fighters to imbibe their thoughts in students and staff members. The institute celebrates department level induction programme, fresher’s and farewell function for MCA and MMS students.

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 9

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

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

Response: 2.15

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	2.67	3.18	3.90	3.32

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

4.2 Library as a Learning Resource

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

Response:

The library is an integral part of the teaching-learning activities. The institution library has a rich collection

of more than 7500 books, 15 national and 13 international journals. The library also has collection of research papers/projects published by teachers and students as well as e-resources like e-books, online databases (EBSCO, IEEE, Proquest, JGate and CRISIL). Students are motivated to enhance use of library for achieving academic excellence.

SLIM: From the day of Inception

To automate the library functions, SLIM 21 (System for Library Information and Management) was implemented since the day of inception. It was widely used for daily transactions of book issue and return. SLIM 21 had been upgraded time to time during due course.

ERP: From February 2016

Deccan Education Society (DES) has introduced Governing Education Management System 1.0(GEMS-1.0) from February 2016 in all the allied institutes. Accordingly, DES's NMITD library started using ERP for library management system.

The details of the software upgradation are:

Sr. No.	Name of the Software	Nature of Automation	Version	Year of Upgradation	Features
1	SLIM 21	Partially	2.6.8	September 2012	<ul style="list-style-type: none"> • Cataloging System (+Multi Media) • Acquisition Systems • Circulation Systems • Serials Control System • WAOPAC: Web Aware OPAC • Budget • Suppliers' Bills • Multimedia Link for the Book
2	SLIM 21	Partially	3.0.0	November 2012	<ul style="list-style-type: none"> • 132 Column Accession Register • Facility to save letters in a common shared folder. • Utility • Acquisition • Cataloguing • Circulation • News Clippings • Web Utilities • Tools • Multi-Library Scenario Features
3	SLIM 21	Partially	3.1.0	January 2014	Inclusive

					<ul style="list-style-type: none"> • SMS Interface • LibVisLog
4	ERP	Partially	GEMS-1.0	February 2016	<ul style="list-style-type: none"> • Accessioning for Books, Serials, and Multimedia Material. • Library Members Control • Books Issue Return Transaction • E-mail to Students • Late Return Fine Management System (Linked with A/c Section) • Web OPAC • Book Reservation Through Web OPAC • Overdue Reminders to the Users • Issue-Return Transaction Reports • Allocation of Individual duties to library staff.
File Description			Document		
Any additional information			View Document		

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

Response:

DES's NMITD library has various collections of books which includes rare books and special reports. Institute has Encyclopedia, Case study series, manuals (guidebooks), books in volumes, economic survey reports, DVD's as institute's knowledge resources. The library also provides access to media library facility, where in students can access CD's, DVD's, NDL, Swayam, NPTEL, TED talk and also can hear YouTube lectures. Furthermore library also maintains the record of institutional repositories which includes newspaper/magazine articles related to institute, chapters/ books authored by institute faculties, Ph.D. thesis and research papers/articles presented by the faculty members. The library also has OPAC (Online Public Access Catalogue) systems, kept in the entrance of stock area, exclusively for the users to search the catalogue.

Book Bank: The Institute library had applied and received donation from Shikshan Shulka Sameeti to provide 'book bank' facility to MCA and MMS schedule caste/tribe students. The library also has collection of Student's final and mini project reports, open source projects and MCA student's research

papers. These are available in the library for reference.

At NMITD, IQAC and Library department work in coordination to ensure library enrichment .As an initiative of the same, one day workshop was conducted on “Cloud Based Integrated Library Management System For 21st Century Libraries” for library professionals. Similarly a one day national conference on “Management Techniques & Information Technology for 21st Century Libraries” was organized. This conference was aimed at:

- 1) Identifying various components of and exact reasons to use management and Technology for reshaping traditional libraries into Next Generation Libraries.
- 2) To facilitate exchange of ideas and experiences to bridge knowledge gaps related to library enrichment .
- 3) To provide ICT solutions for managing library functionalities and improve the competence and efficiency of library services in a networked world.

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

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

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

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

Response: 7.78

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	2.19	12.07	11.39	13.25

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 42.71

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

Response: 123

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Self Study Report of DECCAN EDUCATION SOCIETY'S NAVINCHANDRA MEHTA INSTITUTE OF TECHNOLOGY AND DEVELOPMENT

Institute adheres to give all latest technological facilities to all the Students and staff members. Institute ensures frequent upgradation of IT facilities as and when required. The institute provides Wi-Fi facility to students and staff on the campus. The detail updates are mentioned below in the table

Year of Upgradation	Upgrade Description	Item Name Upgraded	Number of Items	Old Configuration	New Configuration
2017-18	Plagiarism Software	Plagiarism Software	5	NA	CheckersX
2017-18	Lab-1 Computers	Desktop	50	Thin Client System based on Server-processor-Xeon HDD-500Mb RAM-12Gb	Processor-CORE i3, HDD-1TB, RAM-8GB
2016-17	Leased Line upgradation from 20mbps to 100mbps	Leased Line	NA	Leased line 20mbps speed	Leased Line 100mbps speed
2016-17	Microsoft Licenses upgraded	Microsoft Licenses	NA	Microsoft Licenses upgraded	Microsoft Licenses upgraded
2016-17	Wireless Router for Ground Floor and Second Floor	Wireless Router	02	NA	DLink DIR-615
2016-17	Laptops	Acer aspire E-155 Laptop	5	Newly added from society	RAM-4GB,isk-1TB
2016-17	Projectors	Projectors	6	Newly added from society	BenQ
2015-16	Microsoft Licenses upgraded	Microsoft Licenses	NA	Microsoft Licenses upgraded	Microsoft Licenses upgraded
2015-16	FireWall upgraded to CyberRoam	Firewall	Na	Firewall	CybeRoam
2014-15	Microsoft Licenses upgraded	Microsoft Licenses	NA	Microsoft Licenses upgraded	Microsoft Licenses upgraded
2013-14	Thin Clients	New purchase	24	NA	Thin Client System based on Server-processor-Xeon HDD-500Mb RAM-12Gb
2013-14	Wireless	Wireless Router	02	NA	Netgear N 300

	Routers				wireless router
2013-14	Microsoft Licenses upgraded	Microsoft Licenses	NA	Microsoft Licenses upgraded	Microsoft Licenses upgraded

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

4.3.2 Student - Computer ratio	
Response: 1.13	
File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)	
>=50 MBPS	
35-50 MBPS	
20-35 MBPS	
5-20 MBPS	
Response: >=50 MBPS	
File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)	
Response: No	
File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 4.95

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	6.94	7.72	8.42	7.19

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

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

Response:

The physical facilities including Laboratories, Classrooms, Library, recreation room and similar facilities are made available for the students and staff at the Institution.

The campus infrastructure is fully utilized by the staff and the students. The campus is under CCTV surveillance. It is also made available for the government, non-government and private organizations for conducting various activities like CMAT exams, Bank Exam, training sessions and CSR activities.

The maintenance and the cleaning of the campus infrastructure are handled by the local experts Aryan Enterprises, Mumbai in the form of annual maintenance contract. Washrooms are well maintained by cleaning them twice every day. Appropriate lightings are installed & proper ventilation is arranged at every floor. Purified water facility is also under the annual maintenance contract. Electrical and the Plumbing related maintenance is done by local skilled persons. The equipment's in campus are maintained and calibrated through the budget allocated for the same from college development fund.

The classrooms and laboratories are fully air-conditioned, maintained under the annual maintenance contract

The Institute has adequate number of the computers with internet connections and the utility softwares are distributed in office, laboratories, library, departments and classrooms. These utility hardwares and

softwares are regularly upgraded from time to time. All the stakeholders have equal opportunity to use those facilities as per the rules and policies of the institution. The Institute has qualified technical staff for maintaining computers and network facilities.

The campus is equipped with fire safety mechanisms. The fire safety systems viz fire extinguisher are maintained and tested on per year basis.

The PCs in computer laboratory are connected through LAN. The students have open access for the same. The office computers which are also connected through the LAN make work easier, systematic and accessible to the appointed office staff only.

The library is also equipped with internet and LAN facility for the computers and they are configured with the library software. The student can make use of computers in library for their project and presentation preparation.

The departments and the staff make use of the computers with internet facility. Majority of the teaching staff have been allotted fully configured laptops with internet facility. Computer and related facilities are maintained by A B Enterprises Bhandup, Mumbai, under AMC. The college website has been maintained regularly by Futuretech Partner, Mumbai.

The Institute encourages active participation of students in various extra-curricular and sports activities. The Institute purchases new sports equipment's on need basis. The sports equipment and facilities are maintained by the non-teaching staff.

The Institute is open for suggestions and accepts suggestions in written form in suggestion box in Institute office area.

File Description	Document
Any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 33.09

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

2017-18	2016-17	2015-16	2014-15	2013-14
116	107	87	73	78

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

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

Response: 1.08

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	0	2	5

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

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

Response: 86.58

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

2017-18	2016-17	2015-16	2014-15	2013-14
245	235	239	268	230

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

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

Response: 56.52

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

2017-18	2016-17	2015-16	2014-15	2013-14
190	239	153	102	98

File Description

Document

Details of the students benefited by VET

[View Document](#)

Any additional information

[View Document](#)

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

Response: Yes

File Description

Document

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)

5.2 Student Progression

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

Response: 88.43

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

2017-18	2016-17	2015-16	2014-15	2013-14
73	89	112	100	94

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 0

5.2.2.1 Number of outgoing students progressing to higher education

File Description	Document
Details of student progression to higher education	View Document

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

Response: 40

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

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

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

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

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

5.3 Student Participation and Activities

<p>5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.</p> <p>Response: 3</p> <p>5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	0	1	0
2017-18	2016-17	2015-16	2014-15	2013-14						
1	1	0	1	0						

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

<p>5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution</p> <p>Response:</p> <p>Since the Institute's inception, there always has been healthy student-staff participation in all academic and administrative activities. For the same, a students' core committee was formed by institute every year where voluntary participation of students was encouraged. This helped in facilitating the coordination between students and staff. The core committee had appropriate representation from both MCA and MMS programmes. The committee was actively involved in academic activities like sports/ cultural activities, conference, workshop, seminars, placement and training activities, ISR activities, alumni interaction and web presence of institute. Besides, the committee played a vital role in administrative bodies like grievance redressal cell and anti-ragging.</p>
--

As per Maharashtra Public University Act, formation of students' council is mandatory from academic year 2017-18. Thus, at NMITD, student council is now the main body representing students in all student related matters in the Institute. It also acts as a platform for the active participation and representation of the students in the various academic & administrative bodies. The elected student representatives, on behalf of their fellow students, articulate their views and ideas in all student related matters in the institute. By means of this council, student community gets an opportunity to get directly involved and have their say in making organizational and operational decisions pertaining to many academic and extracurricular activities within the context of the institute. It ultimately empowers them in gaining leadership qualities and execution skills, at the same time enabling appreciation of various rules and regulations involved.

Composition: In accordance with University Act, the student council is composed of 9 elected representatives, which includes:

- 1 President
- 1 Secretary
- 7 Members

Responsibilities and Functions:

- To work in co-operative manner, with focus on the interest and welfare of students.
- To work as an intermediary between students and administration/teaching community.
- To communicate the needs, requirements and suggestions to enhance the academic and infrastructural facilities of the institution.
- To assist the Grievance Cell in helping faculties expedite a case without any hint of bias.
- To help the administration in organizing and conducting ISR programmes and other cultural as well as extension activities.

Academic and Administrative Bodies with Student Representation:

The college has student representatives in the following academic/administrative bodies:

- College Development Committee (CDC) (Previously known as Local Managing Committee of the Institute)
- Grievance Redressal Cell
- Sports and Cultural Committee
- Extension and ISR Committee
- Research & Development Committee
- Placement Committee
- E-cell Committee
- Sports Committee
- Library Committee

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

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

Response: 19.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
20	21	19	19	18

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

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

Response:

DES's NMITD Alumni Cell acts as the linking bridge "SETU" between the past and the present, endeavoring to build a better future. It connects a community of DES's NMITD novel, motivated, inquisitive, talented and development-oriented alumni making their mark across different sectors.

DES's NMITD Alumni Cell provides a platform for the alumni to network and interact with the students; faculty members and the management, thereby enhancing the educational experience at the institute and promoting brand DES's NMITD in the business world environment.

DES's NMITD Alumni Cell aims at creating and sustaining a mutually beneficial relationship between the institute and its alumni network. The team intends to increase alumni engagement in various academic, placements, cultural and social activities at the institute and beyond to ensure interaction between them and the students. Alumni provide all assistance and cooperation to the institute in its placement initiatives for the growth and development of student's career. This would help students to get a first-hand insight into the corporate world and the alumni to network with their batch mates, friends and teachers. The established and esteemed alumni provide placement referrals from time to time. Invitations to the alumni as trainers, guest lecturers, project evaluators, speakers at orientation of new batch and other similar activities. enable to strengthen the bond between the past and present for brighter future. Many alumni also recommend the

Institute to their siblings, friends during admissions. The alumni are also invited to connect to national conference arranged by the institute in the form of authors to give a platform for networking and knowledge sharing to the Alumni and present students. With the alumni being the part of IQAC, it acts as a facilitator for quality improvement and assurance.

DES's NMITD Alumni Cell calls upon our honored alumni to come forward and connect to their alma mater. The cell thereby provides a platform to not just merely give back but get back to their institution, their own place, in any way their present situations allow to.

File Description	Document
Link for Additional Information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

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

Response: 0

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

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

Self Study Report of DECCAN EDUCATION SOCIETY'S NAVINCHANDRA MEHTA INSTITUTE OF
TECHNOLOGY AND DEVELOPMENT

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Navinchandra Mehta Institute of Technology and Development, is a part of the illustrious Deccan Education Society, Pune which firmly believes value based, professional education which is inclusive. The founders of the Deccan education Society belonged to the Independence struggle of India and hence believe in core democratic values of liberty and equality. At the Apex is the Governing Body of Deccan Education Society, Pune which comprises of 8 members including Chairman and Secretary. Further, the principle of local autonomy and central direction is the essence of good governance in the institutions run by the Society. Besides the vision and mission of the parental Society, Institution has set its own vision and mission to create an Institution with a difference.

Vision Statement:

To be a student-centric professional Institute, harnessing the full potential of technology and management in the knowledge economy with a global outlook.

Mission Statement:

To groom future technocrats and managers, ensuring a culture of enlightened practices of technology and management for sustained growth of work organizations and making a difference to the community.

In accordance with the vision and mission, the following said committees strive to achieve their respective objectives.

At the Institute level, there is a College Development Committee previously referred to as Local Management Committee, comprising of Chairman, Secretary, representatives of full time faculty, non-teaching staff, Special Invitees and students. The Director of the Institute is the Secretary of CDC.

At the departmental level, the academic coordinators are entrusted with the responsibility of handling academic and other related activities for their respective courses. Apart from these, there are different committees, such as IQAC, Placement, Alumni and Research. where the teachers participation is of immense importance.

Following is the perspective plan of the institution:

- Affordable professional education, through financial assistance by means of tie ups with Public Sector Banks and Other Financial Intermediaries like Vidya Lakshmi and Vidya Sarthi Portals of NSDL for offering educational loans and scholarships to the economically backward class and meritorious students.
- Provide a stimulating work environment for faculty and staff, where merit and hard work are recognized and rewarded

- Be a sustainable, ecofriendly Institute, which adheres to its Institutional Social Responsibility (ISR).
- Strengthen and channelize the placement activities and also Entrepreneurship Cell which would guide the Technology and Management Students for establishing a Start Up.
- Strengthen the involvement of alumni in all aspects of the Institute's development
- Encouraging staff members to pursue Ph.D. and research activities
- Approaching university to receive research guide recognition
- Motivating staff members to participate in research oriented programmes like workshops, seminars, conferences and similar programmes
- Making use of natural resources like solar energy and rainwater harvesting
- Joint ventures with industry/NGOs under ISR programmes
- Collaborating institute's library with reputed public libraries
- Become one of the leading Institutes for Technology and Management offering quality education

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The Director follows a democratic and participative style of leadership, soliciting the total participation and active involvement of both teaching and non-teaching staff. The Chairman, CDC (Previously known as Local Managing Committee) has long term vision for both, academics and administration. He guides, initiates, persuades and convinces the staff to actively involve themselves in realizing the goals and objectives of the Institute. The Director coordinates with administrative bodies like University authorities, UGC, AICTE, Joint Director's office and other government bodies to comply with necessary regulations with the proactive support of the non-teaching staff. The Director follows an open door communication system and often allows the staff and students to come up with their constructive suggestions and grievances if any.

All responsibilities are fairly divided among all the staff members. Committees are appointed for the various academic and co-curricular activities to be conducted in the course of the academic year. The list of committees is displayed at the beginning of the year on the staff notice-board. This ensures transparency in policy execution. The responsibilities are communicated to the faculty members through regular staff meetings. Various co-curricular and extra-curricular activities are conducted through student committees. The Director holds regular meetings with the teaching and nonteaching staff together, so that, all are involved in decision making. This facilitates decentralization, autonomy and participative management. All the systems work together as a team aiming to be champions of organizational change.

Case Study:

The Director believes in democratic participation, transparency and accountability. He has empowered the academic coordinators to plan and execute and has given a free hand to his faculty members in giving the best for institutional development, holistic progress of students and all stakeholders. Accordingly, various

initiatives like Campus Placement Preparation Course, add on courses like soft skill development, technical skill development, co-curricular events like share bazaar, ISR activities and various cultural activities are initiated and explored by the director and concerned faculties as per the interest of students. At the same time, under the guidance of IQAC, the research related activities are initiated by the director and successfully implemented in the form of conferences and workshops. As the outcome, the conferences are conducted by all faculty members as a team along with the students, which shows positive participation in various activities like brainstorming on deciding conference theme, approaching research scholars nationwide, inviting research delegates and other related activities. These above said events are well supported by admin staff under the guidance of Admin Incharge for the smooth conduct of the event.

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

6.2 Strategy Development and Deployment

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

Response:

Strategic planning has a pivotal role in achieving vision and mission of the Institute. In accordance with the course objectives, the perspective/strategic plan is prepared to achieve the said objectives. On the lines of the objectives, in order to have a desired academic industry interface, some add-on courses are planned. These ensure and enable the students to groom their respective career. In the view of this the teachers proposed some add-on courses according to their subject expertise and respective specialization.

Following are the proposed add-on courses for Technology and Management.

Technology

1. Data warehousing and data mining
2. Supply chain Management
3. Customer Relationship Management
4. Enterprise Resource planning
5. Software Testing
6. Quality Assurance
7. Hadoop
8. Communication and soft skills
9. Ethical Hacking
10. NNSC
11. Cyber Security
12. Java
13. Python
14. Android

15. IBM Rational Rose
16. Networking Fundamentals
17. OCJP

Management

1. SAP
2. Total Quality Management
3. Basic Excel
4. Advanced Excel
5. Digital Marketing
6. Retail Management
7. Logistics
8. Communication and soft skills
9. SPSS – Statistical Package for Social Science

On the basis of above proposed add-on courses, the job prospects are correlated regularly for the same and accordingly add-on courses are implemented. To make it more concrete or full proof the Institute assesses SWOC analysis of technology and management programmes. The opinion of students regarding their interest and desire for the said courses are taken. After taking the feedback and suggestions from relevant stakeholders, following courses for technology and management are finalized over the period of time.

Technology

1. Hadoop
2. Communication and soft skills
3. Ethical Hacking
4. NNSC
5. Cyber Security
6. Java
7. Python
8. Android
9. IBM rational
10. Networking Fundamentals
11. OCJP

Management

1. SAP
2. Basic Excel
3. Advanced Excel
4. Digital Marketing
5. Retail Management
6. Communication and soft skills

SWOC – Technology

S- Strengths

- Syllabus is bifurcated into theory and practical
- 100% University papers
- Qualified teachers
- Good students

W-Weaknesses

- No autonomy
- Lack in syllabus framing
- Lack in academic – industry interface

O-Opportunities

- Digitization
- Dynamic Change
- Better prospects
- Industry Oriented

C-Challenges

- Deemed universities are coming up with upgraded syllabus
- Companies are preferring graduates and IT engineers
- National Institutes like IITs / NITs / IIITs are coming with add-on courses.
- Online courses with related technology

SWOC – Management

S- Strengths

- Pedagogy
- Qualified teachers
- Good students
- Syllabus

W-Weaknesses

- No autonomy
- Lack in academic – industry interface

O-Opportunities

- Industry Oriented.
- Good placements.
- Industry Interface Development.
- Distinguished students can be attracted.

C-Challenges

- Deemed universities are coming up with upgraded Curriculum /syllabus.
- Some companies prefer PGDM Graduates.
- More number of post graduate professional Institutes which provides management and similar programmes.
- Online courses.

File Description	Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

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

Response:

Deccan Education Society is the parent body of NMITD. For the management of all the matters connected with Society, there are four bodies: the Council, the Governing Body, Trustees and the Board of Life-members. The representatives of Governing Body are members of council. The decision made by the LMC/CDC is sent to Mumbai Board for resolution and recommendations are made to the Joint Board. From the Joint Board, it goes to various committees which is sanctioned and sent to Governing Body for confirmation. As concerned to service rules, procedures, recruitment and promotional policies of teaching staff, the Society adheres to the norms of UGC and AICTE respectively, whereas for non-teaching staff the Society maintains the roster institute wise.

The Institution applies promotional policies according to “Revision of Pay Scales of Teachers and equivalent cadre in Degree Level Technical Education as per AICTE Scheme”.As per AICTE approval handbook process, institute has formed the grievance redressal committee. The committee conducts frequent meetings at regular intervals and addresses the issues raised by students or staff members. Depending upon the intensity of the grievance, the same is communicated to CDC for appropriate action.

File Description	Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

5. Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

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

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

Response:

DES's NMITD has various committees, which conduct meetings at regular intervals and various resolutions are passed at the end of the meeting. For instance Research Committee has resolved to conduct various activities to create research environment in institute and also participate in the same.

Similarly, IQAC has resolved through its minutes of meeting to conduct ISR activities based on theme of "Make in India". IQAC has also resolved that faculties should attend UGC orientation programme and various refresher courses. Placement Committee meeting resolved to conduct Job Fair in order to encourage campus recruitment. All the above activities are implemented accordingly.

For instance, to enhance library activities, Internal Quality Assurance Cell (IQAC) proposed conduction of library workshop for library professionals. The same was discussed in library committee meeting and the date of workshop was fixed as 10th March 2017 with the topic "Cloud Computing for 21st Century Libraries".

Latest technological development has brought a dramatic change in every field, and library science is not exception to it. Information technology has impacted positively on library and information system and services they provide for users. Due to information and communication technologies (ICT) traditional library services are increasingly getting transformed through automation and digitization; we are now moving towards becoming paperless "virtual" libraries. Library science professionals are seeking to explore various technologies to tackle their profession's challenges. Cloud computing forms a critical technological enabler in this context. It helps us in bridging the gap between digital libraries and IT.

Sharing of data among the libraries will in principle reduce the overall cost and increase the efficiency. For instance, economy of information handling, reduction in duplication of resources, ease of tracking subscriptions etc. are aided by moving towards cloud based library platforms.

This workshop looked at the basic concept and tries to discuss the pros and cons of this newly developed area known as cloud computing, as it relates to library science. The use of cloud computing in libraries and how it actually works was illustrated in this one day workshop. It must have helped in enhancing the participant's experience and in making the libraries a lot more scalable.

The said activity is completed successfully with positive feedback from audience. Due to decisions of IQAC and library committee, NMITD library got new prospects to get connected with LIS professionals as well as library research resources.

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

6.3 Faculty Empowerment Strategies

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

Response:

The process of planning human resources including recruitment, performance appraisal and planning professional development programmes is a vital element of Human Resources Department. The proper implementation of an appraisal system in an academic institution would enhance the growth and development of its faculty members, non –teaching staff, which will positively reflect on the brand image of the institution. The Institution has adopted a performance appraisal system, seeking appropriate feedback, leading to effectiveness at the workplace. Efforts are made to upgrade the professional competence of the staff to enhance their efficiency.

The common facilities provided to all the staff members include

- Institute has mediclaim policy for all staff members
- Institute has insurance cover for all its staff members
- Institute has provision for accommodation in the campus
- Institute has gymnasium for physical wellbeing for the students as well as staff
- Institute conducts sessions on yoga, physical exercise and reiki
- Faculty members has the access to the restroom
- Staff room
- Canteen facility

Medical Reimbursement paid to the employee during last five years:

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Year	Name of the Employee	Amount
2017-18	Ms. Shubhangi Chavan	Rs. 47580/-
	Mr.Sandesh Divekar	Rs. 84,959/-
2016-17	Dr.Anita Bobade	Rs. 32,675/-
	Mr. Suresh Salunke	Rs. 25680/-
2015-16	Mr.Pritam Warke	Rs. 1,50,000/-
2014-15	Ms. Soniya Bhate	Rs. 5000

With effect from 2017-18, DES has given the benefit to encash the accumulated earned leaves of non-teaching staff. The ceiling limit kept for the same is of 300 days and the encashment of leaves is given to the employee at the time of retirement.

File Description	Document
Any additional information	View Document

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

Response: 26.87

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

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

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

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

Response: 3.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	2	5	3

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

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

Response: 81.33

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	13	14	15	2

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

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

Response:

The teaching staff appraisal is carried out in two ways: student's feedback and self-appraisal forms. Students evaluate faculty members performance on content delivery(knowledge) skills and interpersonal skills. Besides this faculties also fill the self-appraisal forms noting their achievements and skill set upgradation during the appraised academic year. These forms are confidential. Later the Director assesses the feedback and self-appraisal forms and adds remarks based on the overall interaction and contribution of faculty memebrrs during the assessment year.

The Non- teaching staff appraisal is carried out by taking self- appraisal forms which are then assessed by Admin in-charge with a remark. Later the Director assesses the self-appraisal forms and remarks given by Admin Incharge and in accordance with that director gives his remarks based on the overall interaction and contribution of staff during the assessment year.

The confidential performance appraisal reports are then sent to the parent organisation i.e. Deccan Education Society. Based on the reports the management recommends, different improvement steps to be carried out by staff members. Healthy discussion takes place between the concerned staff members, their course coordinator and Director.

Institution designs and encourages staff members for orientation, remedial and refresher programmes for improvement and the schedule is communicated through staff notice boards, social media groups and other suitable communication channels.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The central finance committee of Deccan Education Society has devised a mechanism of periodical assessment of different institutions under it.

Internal audit is carried out periodically twice or thrice a year, where the persons from central office come and check the financial transactions done. The accounting software is centrally linked to the central office database, which ensures the smooth financial and accounting activity.

The external audit is done by the statutory auditor appointed by the Deccan Education Society at the end of the financial year.

The Institute has set mechanism to avoid audit objections. The fund allocations and budgetary provisions are made at the time of preparing a budget for the particular financial year. The annual budget is presented to CDC and further sent to the central office for budget scrutiny. Central office after the scrutiny approves the budget for the particular financial year. The budgeted direct income and revenue receipt and expenditure statement is prepared. Once the budget is approved by central finance committee, for the effective and efficient use of available financial resources, the provisions are made in the accounting software. This is to avoid the misuse of funds or inappropriate budget head allocation of the expenses made. A trial balance is taken periodically and cash register is maintained to review the day to day financial transactions. The accounting software displays the budgeted amount and the amount spent every time, thereby giving a clear picture.

File Description	Document
Any additional information	View Document

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

Response: 623

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

2017-18	2016-17	2015-16	2014-15	2013-14
42	71	165	150	195

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

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

Response:

The management of the Society is teacher based. Mumbai Board comprises of council members and Life Members which looks after Mumbai Board. All the facilities of the Institute are under the supervision and control of this Board. The Board surveys these facilities for their wear and tear every year and identifies the needs of maintenance and upkeep of the facilities and reports it to Institute administration.

Taking into account the needs of the maintenance and upkeep of the facilities of the Institute, the administration prepares the budget which is placed before the College Development Committee (CDC), a statutory body, for its consideration and approval. The Governing Body of the Deccan Education Society, the parent institution then gives the final sanction to the budgetary provisions after their scrutiny by its Finance Committee.

Adequate budgetary provisions are made for development of infrastructure, for conducting various curricular, co-curricular and extra-curricular activities for various facilities, for newer initiatives, welfare schemes of students and research activities of the Institute.

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

6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance Cell (IQAC) is constituted on 5th Dec 2015 in the presence of all teaching and non-teaching staff members of NMITD. The committee comprises of IQAC chairman, management representative, coordinator, industrialist, alumni representatives and members. IQAC is a structural and functional unit of the Institute. It is an institutionalized body which is constructed by all stakeholders of the Institute.

As per the suggestion of IQAC, Institute conducts various academic, co-curricular and extracurricular activities for the quality improvement.

The following practices were institutionalized as a result of IQAC initiative:

1. Successful initiation and conduction of National conferences ,workshops and seminars

In order to enhance the research skill sets of faculty members, students and society at large, IQAC has taken the initiative to conduct research related activities like Conferences, Workshops and seminars. Accordingly, National conference (NCMAT' 17) on "Technology and Management in Asian Century" was held in February 2017. It's about empowering businesses, organisations and users to achieve more. This allows understanding the needs of client, committing to the task and delivering the best solution through information technology to client and society. The response for the conference was overwhelming and the journal achieved an impact factor of 2.1992(UIF).

To drive this initiative a library workshop titled "Cloud based integrated library management system for 21st century libraries" was successfully conducted in March 2017. Library science professionals are seeking to explore various technologies to tackle their profession's challenges. Cloud computing forms a critical technological enabler in this context. It helps us in bridging the gap between digital libraries and IT. Sharing of data among the libraries will in principle reduce the overall cost and increase the efficiency.

In addition to this, a successful National Conference (NCLMIT) on "Library Management and Information Technology in 21st Century" was conducted in August 2017 and NCMAT' 18 on "Managing Business and Technology in the Knowledge Economy" in February 2018.

2. Exploring the avenue of consultancy

As per the suggestions of IQAC the process for conducting Management Development Programmes (MDP) was initiated. Accordingly, successful MDP on "Work-life balance" was conducted for women

employees of Apna Sahakari Bank Ltd. The concepts of stress management, emotional intelligence, NLP, personality, attitude etc. was covered in the said MDP.

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

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

Response:

Ever since the inception of IQAC, it strives to bring about innovative and transformational changes in the institution at all levels, the major focus being on academic enrichment and fulfillment of curriculum aspect of MCA and MMS. Keeping this in mind, the course coordinators prepare academic calendars for each programme at the beginning of each year and get it sanctioned from the Director. All teachers follow the same throughout the year which includes lecturing, internal and university exams, presentations, practical exams, cultural events and industrial visits.

1. Academic Audit

From 2016-17, IQAC has suggested to conduct academic audit for institutional review. The main objective of academic audit is to track the academic calendar and to review other administrative activities. The Institute invites experts as auditors. The auditors assess yearly performance of students, teachers and other staff members. The auditors also review the research activities of teachers. The course coordinator present departmental activities performed in a year. Accordingly, the expert team prepares audit report and gives suggestions for betterment of the Institute.

With this structured methodology, the Institute conducted internal academic audit in the year of 2016-17 with the expert team comprising of IQAC representatives. At the conclusion of audit process, the expert team suggested to conduct external academic audit next year onwards.

2. Teaching- Learning Reforms for Career Opportunities:

IQAC suggested more prominent and specialized training for MCA and MMS students to sharpen their skillsets. In the view of this, to enhance their career opportunities, placement committee organized psychometric test in the presence of counselor in collaboration with MEETCS. The outcome of this test results in identification of specialized domain suitable for each student. Accordingly, the student may undergo specialized certification. For some of the commonly identified specialized domains such as Python, Hadoop, Digital marketing, Advanced Excel, the Institute offers value added courses. The placement committee found this activity very effective in terms of enhancing career opportunities.

File Description	Document
Link for Additional Information	View Document

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

Response: 6.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	10	8	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

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

Response:

1. Research Activities:

To encourage research activities, Institute started encouraging teachers for attending conferences at national and international level. As a part of encouragement, Institute reimburses registration fees of research conference or for any workshop/FDP.

For further support to teachers and to motivate students for research oriented thoughts, Institute started organizing the conference with the theme related to current topics, which encourages budding researchers in the field of Technology and Management. As the success of this initiative, the Institute has published two dedicated research journals with notable impact factors in consecutive two years.

For research enrichment, the IQAC has proposed a research center. Accordingly, two teachers have submitted testimonials to university in order to obtain approval as recognized research guides. Simultaneously five teachers and two library staff are pursuing doctorates.

2. Feedback System:

Feedback is necessary for the evaluation of teachers' performance and university curriculum. Thus, it is necessary activity for the Institute. From the day of inception of the Institute, Director used to take verbal feedback from the students. Based on this communication, Director used to take meeting of faculties on individual basis and guide them to improve their performance. From academic year 2015-16, as per suggestions of IQAC, the department started taking structured feedback. Along with teacher's performance feedback, curriculum feedback is also initiated.

After first cycle of such feedback method, certain improvements are observed. Feedback by the students is constructively channelized.

As per suggestions of IQAC, online feedback system will be implemented from coming academic year. Students of MCA batch 2017-18 have designed *Feedback App* using which all students can give feedback on their mobiles during specific time interval. The said feedback system is ecofriendly and helps in maintaining the responses of students where we can view the reports at any given time.

3. Quality Measures for Administrative Staff:

Administrative staff is the backbone of the Institute, occupied with several responsibilities such as accounts, examinations, support services and taking follow up from various statutory bodies.

The Institute has encouraged some of the non-teaching staff to upgrade their qualifications under the

scheme “Learn while you earn”. Under this scheme, some of the non-teaching staff, Mrs. Snehal Dhumak and Mrs. Darshana Dhuri completed their M.Lib. successfully from Yashwantrao Chavan University. Ms. Manali Shirke who was the junior clerk after completing graduation in B.Sc. Stats, cleared MMS CET and secured the admission for MMS programme in the institute. The institute has adjusted her office timings so that she can attend the sessions properly and complete her office responsibilities as well. Two of our library staff members are pursuing Ph.Ds. from recognized universities. As discussed in IQAC meeting, the Admin Incharge took the initiative to get two Saturday per month off to administrative staff from the academic year 2015-16 for increasing their efficiency by the way of motivation, which is approved by CDC. Institute also looks for their welfare measures along with teachers and students. For instance, four of our non-teaching employees has availed the benefit of mediclaim.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 11

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

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

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2

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

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

Response:

The Institution believes in creating and maintaining a healthy organizational environment that shows gender sensitization. In order to achieve the same, the institution has framed the following committees:

1. Women Development Cell
- 2.. Internal Complaint Committee to prevent sexual harassment of women at workplace.
3. Grievance Redressal Committee

These committees work in close coordination with each other to safeguard the rights of gender equity. The Woman Development Cell is framed and works under Sec. 14(8) of Maharashtra Universities Act, 1994.

The Institution celebrates the International Women's Day on 8th March annually in the Institute. It involves talks by staff members, screening of films and documentaries followed by discussion.

For the Institution and the Management, safety and security of all the stakeholders is of major concern. The Institution has installed CCTV cameras on campus and regularly monitors all the activities. This ensures that no malpractices take place on campus. Besides background verification is carried out for all the employees as well as contractual employees. The above committees are regularly updated about the same.

The Institution believes in striking the right balance between physical and mental health for its students. For this, the faculties act as mental health soldiers. During routine mentoring sessions, the students are groomed and counseled by their respective mentors. If the students face any issues that may require professional help, the Institution has a counselor that can be called in if needed.

The girls' common room is on the second floor and is a place for girl students to relax. It is well ventilated and has dressing mirrors, news-papers and notice boards. All important notices related to academics, co- and extracurricular activities, association activities and examinations are displayed here for convenience of girl students. A separate suggestion box is kept in girls' common room. There are lady attendants who ensure safety of girls and also maintain cleanliness in the girls' common room.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 70024

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 5.47

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 1148

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 21000

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

The Institute generally does not generate any hazardous waste in any manner. Furthermore, the Institute strives to generate minimal waste and tries to reduce the use of plastics wherever possible. As per the norms of the Municipal Corporation of greater Mumbai (MCGM), the waste is segregated into dry waste and wet waste. Further it is bifurcated into recyclable and non-recyclable and is disposed accordingly. The use of harmful insecticides and pesticides is avoided on campus.

For e-waste management, institute has tie-up with M/s MPCB for collecting and disposing e-waste generated on campus. Printer Cartridges are generally refilled and not disposed. Wherever refilling is not possible, the cartridge is returned to the manufacturer. UPS batteries and old PCs are exchanged for a nominal cost (buy back offers) with the vendor.

File Description	Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

DES' NMITD has the set system of rain water harvesting within campus in which the underground tank is well connected to the pipes which are connected to the parapet wall of the building terrace. Apart from this, to enhance the water management system, the Institute has made the provision of ring well and bore well.

Rain water harvesting system is used for watering the plants and gardens in the campus because it is non-potable. The same system can be further extended for use in toilets within the campus.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

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

Response:

The Institute encourages and promotes eco-friendly practices to help tackle environmental issues. The following measures are adopted on campus:

1. Majority of the students and staff travel by public transport like trains and buses. In order to encourage this practice among students the administrative department regularly promotes among them the concept of Student Railway Concession.
2. Regular maintenance of electrical instruments, wiring and other related electrical devices is ensured in order to avoid grounding and leakage of the electricity.
3. Most of the computer monitors in use are LCD in order to reduce radiation.
4. The Institute strives to avoid use of plastic as far as possible.
5. Through the practice of ERP, the concept of paperless office is implemented.
6. Plantation of trees and green grass around the college campus is promoted among students and staff.

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

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

Response: 11.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.4	20	1.3	39	0.6

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

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

Response: 5

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

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

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

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

Response: 11

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

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

File Description	Document
Report of the event	View Document

7.1.12

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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

Response: 8

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

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

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

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

Response:

Deccan Education Society has a rich legacy as it was founded by notable freedom fighters. The birth and death anniversaries of great Indian personalities, Freedom Fighters, Social reformers, Educationists are commemorated in the campus. Every year the Institute commemorates birth anniversaries, death anniversaries of great Indian personalities like Mahatma Gandhi, Lokmanya Tilak, Mahatma Phule, Dr. Babasaheb Ambedkar, Dr. Radhakrishnan Pillai, Savitribai Phule, Sardar Vallabhbhai Patel, Dr. A.P.J. Abdul Kalam and others. The chairman and the management members address the students and the teachers on national values.

The Institute regularly organizes National festivals which also aligns with the goals and mission of the Institute regarding value based education. Such activities inspire the students with national values like patriotism, brotherhood, equality, nationality, love, humanity and likewise. On these occasions of these guest lectures are arranged for the students to recall the memories of great Indian personalities and their contribution in Indian Independence Movement.

File Description	Document
Any additional information	View Document

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

Response:

1) Transparency in Financial Function: The Finance Function of NMITD is supervised by a Life Member Accountant, who is responsible to the Governing Body Members of our parent organization – Deccan Education Society. Finance function is centralized and is handled at DES, Pune.

2) Transparency in Academic Function: As a part of transparency in Academic Function, there are two

aspects namely Transparency in evaluation process and Transparency in Admission process.

a) Transparency in evaluation process:

- i. Acquaint all various stakeholders about the examination regulations through meetings and rules and regulations with respect to the various directives of University of Mumbai on its website.
- ii. The Examinations are conducted as per the University of Mumbai norms.

b) Transparency in Admission process is ensured through:

The Director, Technical Education is the Competent Authority for MCA/ MMS Courses of University of Mumbai, in Maharashtra. The information brochure for admission is available on website of DTE.

MCA and MMS admissions are governed by the selection procedure as described in the “Information Brochure – Directorate of Technical Education. Admissions are open to all students who have a Bachelor’s Degree from a recognized University with a minimum percentage as prescribed by DTE and have appeared for the qualifying Common Entrance Test (CET). After CET, the students have to verify their documents and then they can apply to the Institute where their cut offs are matching. They are given three or four rounds to decide the final institute for admission. The Institute follows the directions laid by the Government of Maharashtra & University of Mumbai for the intake of students. MCA / MMS admissions are strictly on the basis of Merit.

- i. Fully automated Admission Process of DTE, Maharashtra.
- ii. Interaction Session / Counseling of Students and Parents before they take admissions
- iii. Due to our tie up with Banks and various Financial Intermediaries, during the Admission Rounds, Banks and Intermediaries also have a stall to facilitate loans/ scholarships for the students who are eligible for the same.
- iv. Admissions are purely on merit based are made.
- v. Transparency maintained with respect to the fees structure. This fee structure is decided by Shikshan Shulka Samiti(FRA).
- vi. Direct dealing with students or their parents as DES NMITD does not entertain any agents/ consultants.
- vii. Withdrawal and refund policies are strictly followed as per DTE Norms.

3) Transparency in Administrative Function: The day to day functioning of the Institute is governed by a well constituted College Development Committee (CDC). The CDC meeting is held regularly and everyone is allowed to express their views, before taking any decision. The functioning of CDC is democratic and participative and leads to effective administration.

Apart from this, regular inputs are taken from Teachers and support staff. Further, an online system has been developed to foster transparency by inviting innovative ideas / suggestions for improvement in various functions such as Admission, Academics, Examination, Procurement, HR, Industry Interaction,

Finance, Administration and Maintenance.

File Description	Document
Any additional information	View Document

7.2 Best Practices

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

Response:

Best Practice 1:

1. Title of the Practice - "Abhijna-Know thyself"

Self-discipline and stress management by **daily practice of meditation, pranayama, positive affirmations leading to holistic living.**

2. Objectives of the Practice

- To possess emotional stability and moral values.
- To give a coping mechanism to handle stress.
- Reflecting on personal core values- Internal, External, Knowledge-learning and Financial.

3. The Context

The methods of classical yoga and daily meditation help reduce stress. Further, positive affirmations also assist in achieving a specific goal and positive motivations.

4. The Practice

This activity was undertaken under the guidance of Dr.Anita P.Bobade and MMS students Premanand Ghag, Amruta Chavan, Siddhesh Gadkar and was named, "Advaita Pratishtan". Some of the notable practices includes Stress Management techniques.

5. Evidence of Success

The student's feel energized, focused and creative in their studies as well as personal lives. The lives of students become channelized and aligned with their personal and professional objectives. The same is reflected by the fact that today they are well placed in corporates and are proud alumni of NMITD.

6. Problems encountered and resources required.

One of the major hurdles was synchronizing the schedules of MCA and MMS students, customizing the same and deciding on a common slot.

Resources used included:

- 1) Facilitator and trainers.
- 2) Auditorium with Audio-visual aids.
- 3) Yoga mats.

7. Notes

By collaborating with “Advaita Prathisthan” a workshop can be conducted which can be mentored by teachers and the practice can be continued. The students and alumni are serving the society through this practice.

Best Practice 2:

1. Title of the Practice – “Abhyudaya - Personality Enhancement via Self-Management Techniques”

2. Objectives of the Practice

- To bring in consistency in the 3 elements of learning process – thinking, attitude and behavior.
- To bring in the actual transformation of the students by making them understand the importance of inner well-being and its reflection on external relationships.

3. The Context

The focus is on behavioral modification to provide scope for implementation of the modified behavior with associated rewards and recognition.

4. The Practice

There are three dimensions in learning process – Thinking, Attitude and Behavior.

The following self-management techniques are used:

Emotional Intelligence: Students are made to understand 4 basic components: Self-awareness, Self-management, Social awareness and Relationship management.

Neuro Linguistic Programming: Techniques like rapport building, conflict management, selling and negotiation are imparted.

Image management: The ABCD of Image Management: Appearance, Behavior, Communication and Digital etiquette.

5. Evidence of Success

The following are the ways by which the Institute has achieved the same:

- 1) The increase in the quality of internships and placements opportunities
- 2) The team success during events such as conference, ROOBAROO, Share Bazaar.
- 3) The CSR activities initiated.

6. Problems Encountered and Resources Required

A certified counselor and psychologist would result in more structured approach of dealing with students and bringing a positive change in their body and psyche.

7. Notes

Any individual can practice this to succeed in corporate and personal life with behavioral transformation.

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

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

Response:

Based on the Vision of the Institute, and the Strategic Plan (Refer 6.1.1) the excerpts are given below:

Realizing the vision of our founding fathers of educating masses with professional education, through financial assistance forming tie ups with Public Sector Banks and Other Financial Intermediaries like Vidya Lakshmi and Vidya Sarthi Portals of NSDL for offering educational loans and scholarships to the economically backward class meritorious students.

At DES's NMITD, we believe that, Learning gives Creativity, Creativity leads to Thinking, Thinking provides knowledge, and Knowledge makes a nation great. Our Former President, Dr.A.P.J. Abdul Kalam, corroborates the fact that Education leads to transformation of civilization and it is the fundamental enabler of the Knowledge economy. Twenty first century will be the century of knowledge. Only those nations will survive and succeed, which will understand the dynamics of knowledge and create true knowledge societies. Education in its real sense is the pursuit of truth. It transforms a human being into a wholesome whole, a noble soul and an asset to the universe. The Academic Institution in the Knowledge Economy, have to be the incubator of world knowledge powerhouse. Good education is seen as a stepping stone to a high flying career. A good educational system is the need of the hour to ensure that the students grow to contribute towards the economic growth of a nation.

Based on the component of Strategic Plan, we have given admission to 25% of Economically Backward Class Students. Apart from the Government Scholarships offered through SamajKalyan, (Directorate of

Technical Education) for students who take admissions through CAP (Centralized Admission Process). Institute has made efforts to tie up with the following Public Sector Banks in the Vicinity:

- 1.State Bank of India
- 2.Central Bank of India

Recently, National Securities Depositories Ltd (NSDL) has started an initiative of Vidyalakshmi (Educational Loan) and Vidyasarthi (Scholarship) which is an unique online portal. It is easy, quick and students can apply to more than one bank at a time and hence their chances of sanctioning of loan increases. This portal is developed by NSDL under the guidance of Ministry of Finance and Ministry of Human Resource Development, Government of India. An official MoU has been signed between the Institute and NSDL for students to avail of this facility.

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

Leadership and Governance at NMITD:

Governance at NMITD is democratic and participative, where participation and active involvement of all stake holders to pursue excellence and continually re-invent it in terms of academic programmes and research infrastructure.

Financial Planning at NMITD

Financial aspect at NMITD is centralized. The central finance committee of DES has devised a mechanism of periodical assessment of different institutions under it.

Internal audit is carried out periodically twice or thrice a year. The accounting software is centrally linked to the central office database. The external audit is done by the statutory auditor appointed by the DES.

Research Culture at NMITD

The Institute promotes research culture among faculties and students by ensuring active participation in research and related activities. Some of the research highlights:

- *24th February 2017*: NCMAT 2017: Managing Business and Technology in the Asian Century.
- *10th March 2017*: Workshop for Librarians organized at NMITD on “Cloud Based Integrated Library Management System For 21st Century Libraries.”
- *19th August 2017*: National Conference on 'Library Management and Information Technology for 21st Century' NCLMIT-2017.
- *25th February 2018*: NCMAT 2018: Managing Business and Technology in the Knowledge Economy.

Contribution of IQAC Committee:

IQAC has contributed in maintaining quality standards in teaching, learning and evaluation. Committee encourages research, extension and sensitizing social relevance of technology and business to the students. IQAC is committed to nation building and aspires to engage in overall development of students

Concluding Remarks :

On the lines of the vision and mission, DES's NMITD constantly enhances its teaching-learning methodology, research initiatives, consultancy and facilitating budding entrepreneurs. Hence, in addition to the regular curriculum, students are trained in holistic method thereby imbibing ethical values, human values, life skills and social responsibilities which groom them to be responsible citizen. Faculty members are encouraged due to empowerment strategies offered by DES. This helps in continuous improvisation of teaching pedagogy. The placement committee ensures that the students are trained with special emphasis on employability skills which results in better placements. The Institute provides sophisticated infrastructure, rich library to enable pleasant teaching-learning experience. The Institute has a strong aptitude for quality initiatives providing technology-

enabled, congenial and eco-friendly environment for all stakeholders.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>2</td> <td>2</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>3</td> <td>1</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Remark : None of the required supporting documents submitted</p>	2017-18	2016-17	2015-16	2014-15	2013-14	0	2	2	3	1	2017-18	2016-17	2015-16	2014-15	2013-14	0	3	1	3	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	2	2	3	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	3	1	3	1																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 246</p> <p>Answer after DVV Verification: 245</p> <p>Remark : No relevant supporting documents for the new courses introduced</p>																				
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT</p> <p>Answer before DVV Verification : 13</p> <p>Answer after DVV Verification: 4</p> <p>Remark : Corrected as per supporting photographs.</p>																				
3.2.2	<p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>4</td> <td>2</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	8	4	2	2	1										
2017-18	2016-17	2015-16	2014-15	2013-14																	
8	4	2	2	1																	

Answer After DVV Verification :

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

Remark : The workshops/seminars report uploaded are not based on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices

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

Answer before DVV Verification : Yes
Answer After DVV Verification: No

Remark : Neither Code of ethics document as approved by the appropriate board of the university nor web-link of the same is provided

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

3.3.3.1. How many Ph.Ds awarded within last five years
Answer before DVV Verification : 3
Answer after DVV Verification: 2

3.3.3.2. Number of teachers recognized as guides during the last five years
Answer before DVV Verification : 1
Answer after DVV Verification: 1

Remark : Corrected based on supporting document

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
26	18	8	9	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
16	10	0	0	0

Remark : Considered only Journals notified on UGC

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
15	5	7	8	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	2.67	3.18	3.90	3.32

Remark : revised as per supporting highlighted value.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3.04	1.80	3.49	3.63	4.79

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	2.19	12.07	11.39	13.25

Remark : revised as per supporting highlighted document

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
8.49	6.94	7.72	8.42	7.19

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	6.94	7.72	8.42	7.19

Remark : The highlighted expenditure is the same as infrastructure augmentation metric.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : No proper supporting Meetings of Minutes

6.5.4 Quality assurance initiatives of the institution include:

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

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

Answer After DVV Verification: D. Any 1 of the above

Remark : Revised as per supporting document

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

1	1	1	1	1
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Remark : Revised as per supporting Report

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations

NAAC