

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**KHANDESH COLLEGE EDUCATION SOCIETY'S
INSTITUTE OF MANAGEMENT AND
RESEARCH,,JALGAON**

IMR CAMPUS, BEHIND DIC , NH-6
425001

www.imr.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Khandesh College Education Society, one of the foremost educational societies in North Maharashtra, has been imparting invaluable information to a horde of students from in and around Jalgaon, since 1944. The society was established under the profound guidance of Shri Dr GD Bendale who was a great educational enthusiast and visionary.

Institute of Management and Research was founded under KCE society in 1986, and has been recognized by AICTE, New Delhi in 1994. The institution is affiliated to North Maharashtra University, Jalgaon and has been exalted to one of the topmost institutions by virtue of its sheer excellence in performance. The institution which was recognized under section 2f of the UGC act 1956 (*dated 29/07/2001*) offers UG and PG courses in management and computer applications. Institute has created an amazing record of university toppers and gold medalists. Our institute is the only institution recognized by North Maharashtra University that offers integrated MBA courses in management and one of the three institutions that offer integrated MCA programme.

The Institute proudly claims two decades of didactic excellence, intellectual exchange, devotion towards the personal and professional development of the students brought about through an excellent ambience including state-of-the-art infrastructure, empiric learning strategies and a team of faculty members to encourage interaction, teamwork and thus to provide hands on experience to the learners.

Owing to the devotion and competency of faculty members, transparency in admission process and excellence in results, the allotted intake of students is always filled.

Vision

Committed to provide value based, quality, professional and technical education to the students and empowering them with the required skillsets and competencies to face challenges of the fast changing global environment.

Mission

- To provide necessary technical and professional education with a view to uplifting the lives of rural and urban students.
- To create a conducive platform for students to develop their skills and knowledge.
- To encourage innovation and research aptitude among students.
- To inculcate global ethics and human values in all the learners.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Strong and supportive management
- Qualified and experienced faculty members
- Located in the heart of the city easily accessible by road from all key points
- Appreciable placement record
- Alumni holding prominent positions all over the globe.
- Excellence in academics- University level Gold medals won by students.
- Brand name of the Institute.
- Effective Industry-Institute interaction

Institutional Weakness

- Limited academic flexibility being a Management Institute.
- Students lagging behind in soft skills.
- Poor economic background of students.
- Less consultancy services.

Institutional Opportunity

- Introduction of new programmes and specializations.
- Strengthening of consultancy services.
- Leveraging the strong links with alumni for enhanced institutional development.
- Opportunity for a healthy liaison with reputed institutions

Institutional Challenge

- To keep pace with the rapid changes in technology.
- Only a few industries in and around the city available for collaboration.
- To provide placement even for deserving students.
- Dearth of funds owing to self financed nature of the institute.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute, is approved by AICTE and affiliated to North Maharashtra University, offers two UG programs- BBM (BS), BBM (E-Comm.) and six PG programs- MCA, MBA, Integrated MBA, Integrated MCA, MCM, MPM and a diploma program- DMEIM. In tune with the changing national and global trends that are relevant to local needs, four life skill programs have been introduced during the last five years. The curricular information is conveyed through the institute's website and prospectus.

The institute has average student strength of 1307 per year during the last five years. To keep in pace with the modern trends, industry demands and global perspectives, the syllabus is revised every three years. In the latest revision, 72 new courses (12.09% of the total courses) have been introduced including inter-disciplinary options. Approximately 3000 students have completed field work and have carried out social surveys. A

sizeable representation (7.9%) of the faculty members is on Boards of Studies (BOS). The other teachers also participate in the workshops organized for curriculum revision. For the all-round development of the students, 39 courses have been introduced involving cross-cutting issues. Revision and redesigning of syllabi is periodically carried out based on feedback from the stakeholders. The curriculums for diplomas were designed by the teachers of the Institute.

Teaching-learning and Evaluation

The Institute has apparently 95% enrollment for AICTE approved courses and 72.38% enrollment for the rest of the courses. The average percentage of students belonging to reserved category admitted is 76.92 for the last five years. Slow and advanced learners are identified and segregated. Mentoring, personal guidance, remedial classes and counselling sessions are organized to help slow learners. The average Student-Teacher ratio of last five years is 29:1. The Institute has full-fledged infrastructure for the differently-abled students. The average percentage of differently-abled students is (0.075%) less than 1%.

Almost all faculty members use ICT methods in addition to interactive chalk and talk method for effective teaching. In addition to these methods, a variety of rich learning experiences are offered through seminars, discussions, assignments and projects. A variety of co-curricular and extra-curricular events are also organized for overall development of students. Critical thinking, creativity and scientific temperament are nurtured through student-centric teaching process. Availability of well-equipped Digital Library, Recording Studio, 05 Smart and 13 ICT enabled classrooms and Wi-Fi enabled campus with the latest technology contribute to efficient teaching-learning process. Average percentage of full time teachers against sanctioned posts during the last five years is 75.33.

The average pass percentage of students is 66.76. Continual student evaluation is ensured through a transparent, robust and centrally controlled internal assessment mechanism based on a pre-defined academic schedule. POs, PSOs and COs are formed and displayed.

Research, Innovations and Extension

The institute's has a profound research environment. It has seven faculty members with Ph.D. during last five years three teachers are recognized Ph.D. guides in North Maharashtra University. Six students are awarded Ph.D. degrees under their guidance. During the last five years, 14 papers have been published in UGC approved journals and 56 papers in other reputed national/international journals. 19 textbooks are authored/co-authored and 31 research papers are published in the proceedings of national/international conferences by faculty members. Two faculty members are working on minor research projects sponsored by the University.

To inculcate research aptitude and entrepreneurship among students and faculty members, an incubation centre has been established in the academic year 2016-17 under Research Cell. IPR activities are initiated by the Research Cell during the same year.

During the last 5 years, institute has organized 21 research events including national conferences, workshops and seminars. The institute has received 22 National/ State / University level awards for different extension activities. The Institute has organized 43 extensions and outreach programs in collaboration with industry, community and NGOs such as Rotaract/Red Cross/Student development cell in which around 40% of students participated 62 linkages for internship, filed work and on job training were developed to provide the necessary

exposure to the students. Currently, the institute holds functional MoUs with 5 different organizations.

Infrastructure and Learning Resources

The institute is spread over 1.20 acres of land with state of art infrastructure. 24 X 7 free Wi-Fi facility is provided to students on campus. The institute has 18 smart class rooms, 3 ICT enabled seminar halls and an acoustic auditorium, a language lab, recording room, maintenance room, and separate common rooms for girls and boys. A well equipped digital library with reading room is made available. 24,583 printed books and facility to access e-books and e-journals is available. 7 well equipped computer labs are made available with 395 computers, 13 servers with latest licensed software. Separate 50 MBPS lease line internet connectivity is subscribed. Lift, ramp and other facilities are also available for differently abled students. Centralized boys and girls hostel with mess and Wi Fi facility is made available for the students. Canteen facility is available for the students.

The Institute has a centralized sports center 'Eklavya Krida Sankul' for indoor and outdoor games with an Olympic standard swimming pool and gymnasium.

Student Support and Progression

During last five years 6249 students were enrolled. 1847 (29.70%) were benefitted by the government scholarships and 1018 (16.39%) by non-governmental scholarships. 4239 (67.83%) students were benefitted by the capability enhancement and development schemes. 1460 students (22.95%) are beneficiaries of guidance for competitive examinations and career counseling, 11 students qualified in various competitive examinations. 1346 students (21.67%) are benefitted by Vocational Education and Training.

Anti-ragging and prevention of sexual harassment committees are functional in the institute. However no incidents of ragging or sexual harassment are reported. The grievances received by the students Grievances Redressal Committee resolved time to time.

In last five years, 505 students (34.56%) have been absorbed through campus placement and some are self-employed, while 98 Under Graduate students (35%) of previous batch opted for higher education. Students participate in various activities and have bagged 21 awards / medals in sports and cultural activities at national/international level.

The student council has active representation in various academic and administrative bodies.

Institute has registered Alumni Association with good number. Alumni are fellow members and the amount contributed by them is Rs. 5,04,550/- as alumni fund.

Governance, Leadership and Management

The institute follows a hierarchal structure delegating administrative powers at various levels and decentralizing the administration and day-to-day activities. The line of formal authority from the Director to the course coordinators, the teaching and non-teaching staff has been clearly defined, thus leading to disciplined governance.

The participative management culture of the Institute provides leadership opportunities to the teachers to shoulder responsibilities in various capacities inside and outside the Institute. This inspires them to play active roles in various university bodies. The Institute adheres to the rules and regulations of the UGC, AICTE, DTE Government of Maharashtra and North Maharashtra University. The College Development Committee of the institute envisages various developmental plans and ensures their timely implementation. These plans are expedited through a well-documented process.

Faculty welfare schemes such as provision of financial assistance to participate in conferences/seminars/workshops and other fillips keep the motivational sprit of the faculty boosted.

Every year, faculty development programs are organized to motivate and increase the efficiency of the teaching and non-teaching staff. The statutory audit and other internal check systems in place ensure fair, transparent and prudent utilization of funds. The institute's IQAC sets quality objectives, chalks out plans and conducts periodic reviews to ensure quality enhancement.

Institutional Values and Best Practices

The institute provides a gender neutral environment; it also promotes various sensitization programs and conducts awareness programs for the benefit of girl students. The institute is highly concerned about the safety of the students. Faculty members are appointed as mentors.

The institute is sensitive to address alternative energy sources and has in place solar panels to generate renewable energy. The building is also fitted with LED bulbs and other energy conserving mechanisms. Rain water harvesting structures and other green practices and measures are in place and are a part of regular activity.

The institute provides a conducive environment to differently able students by providing all basic amenities required to such students. The institute is very pro-active towards societal needs and regularly conducts programs for the benefit of the local community, in addition to conducting programs to promote universal values.

The best practices of the Institute include an initiative under PRAYAAS, to bridge the digital divide, and empower home makers, working women and senior citizens in providing awareness and practical comfort in using computers and e-payments, another initiative being innovation in the concept of Teaching-Learning process wherein the institute has laid out a systematic methodology. This helps to evaluate the attainment of Course Outcomes & Program Outcomes.

Many distinctive efforts are taken to provide constructive environment for students to develop their skills and knowledge. The courses like Microsoft Certification, NISM, Foreign Language Lab and many more initiatives lead the institute towards its Vision and thrust areas.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | KHANDESH COLLEGE EDUCATION SOCIETY'S INSTITUTE OF MANAGEMENT AND RESEARCH,,JALGAON |
| Address | IMR Campus, Behind DIC , NH-6 |
| City | Jalgaon |
| State | Maharashtra |
| Pin | 425001 |
| Website | www.imr.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|----------------------|-------------------------|------------|--------------|---------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Director | Shilpa Kiran Bendale | 0257-2254914 | 9423973215 | 0257-2251281 | info@imr.ac.in |
| IQAC Coordinator | Tanuja Kisan Fegade | - | 9860736351 | - | tanujamahajan18@gmail.com |

| Status of the Institution | |
|---------------------------|----------------|
| Institution Status | Self Financing |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular Day |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
|-----------------------|--|

| | |
|--------------------------------------|------------|
| Date of establishment of the college | 15-07-1986 |
|--------------------------------------|------------|

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

| State | University name | Document |
|-------------|------------------------------|-------------------------------|
| Maharashtra | North Maharashtra University | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 29-07-2001 | View Document |
| 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 |
|--|----|

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 | IMR Campus, Behind DIC , NH-6 | Urban | 1.2 | 4969.252 |

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 |
| UG | BMS,Management | 36 | H.S.C. | English | 80 | 34 |
| UG | BMS,Management | 36 | H.S.C. | English | 120 | 94 |
| PG | MMS,Management | 24 | Graduation | English | 60 | 33 |
| PG | MBA,Management | 24 | Graduation | English | 180 | 180 |
| PG | MBA,Management | 24 | Graduation | English | 180 | 180 |
| PG | MMS,Management | 24 | Graduation | English | 180 | 16 |
| PG | MBA,Management | 24 | Graduation | English | 180 | 180 |
| PG | MBA,Management | 24 | Graduation | English | 180 | 180 |
| PG | MBA,Management | 24 | Graduation | English | 180 | 180 |
| PG | MBA,Management | 24 | Graduation | English | 180 | 180 |
| PG | MBA,Management | 24 | Graduation | English | 180 | 180 |
| PG | MCA,Computer | 36 | Graduation | English | 60 | 53 |

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| | | | | | | |
|-----------------|-------------------------|----|-----------------|---------|----|----|
| PG | MBA,Integrated | 60 | H.S.C. | English | 60 | 60 |
| PG | MBA,Integrated | 60 | H.S.C. | English | 60 | 60 |
| PG | MCA,Integrated | 60 | H.S.C. | English | 60 | 60 |
| PG | MBA,Integrated | 60 | H.S.C. | English | 60 | 60 |
| PG | MBA,Integrated | 60 | H.S.C. | English | 60 | 60 |
| PG | MBA,Integrated | 60 | H.S.C. | English | 60 | 60 |
| Doctoral (Ph.D) | PhD or DPhil,Management | 60 | Post Graduation | English | 24 | 15 |

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 | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 8 | | | | 15 | | | | 61 | | | |
| Recruited | 0 | 2 | 0 | 2 | 4 | 0 | 0 | 4 | 34 | 24 | 0 | 58 |
| Yet to Recruit | 6 | | | | 11 | | | | 3 | | | |

| 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 | | | | 24 |
| Recruited | 24 | 0 | 0 | 24 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 2 |
| Recruited | 2 | 0 | 0 | 2 |
| 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 | 2 | 0 | 1 | 0 | 0 | 1 | 3 | 0 | 7 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 3 | 0 | 0 | 19 | 15 | 0 | 37 |

| 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 | 1 | 4 | 0 | 5 |

| 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 |
| | | 13 | 1 | 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 |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| Doctoral (Ph.D) | Male | 7 | 0 | 0 | 0 | 7 |
| | Female | 7 | 1 | 0 | 0 | 8 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| UG | Male | 91 | 0 | 0 | 0 | 91 |
| | Female | 39 | 0 | 0 | 0 | 39 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 213 | 6 | 0 | 0 | 219 |
| | Female | 177 | 5 | 0 | 0 | 182 |
| | 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 | 26 | 24 | 18 | 26 |
| | Female | 18 | 18 | 10 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 3 | 5 | 6 | 5 |
| | Female | 5 | 3 | 2 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 333 | 311 | 278 | 276 |
| | Female | 209 | 204 | 228 | 293 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 372 | 375 | 330 | 287 |
| | Female | 280 | 304 | 265 | 279 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 62 | 61 | 58 | 48 |
| | Female | 31 | 20 | 24 | 29 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1339 | 1325 | 1219 | 1259 |

3. Extended Profile

3.1 Program

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

Response : 596

Number of self-financed Programs offered by college

Response : 08

Number of new programmes introduced in the college during the last five years

Response : 02

3.2 Students

Number of students year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1325 | 1219 | 1259 | 1207 | 1239 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 400 | 400 | 400 | 340 | 340 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 381 | 406 | 525 | 440 | 447 |

Total number of outgoing / final year students

Response : 2199

3.3 Teachers

Number of teachers year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 72 | 60 | 55 | 44 | 40 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 56 | 54 | 53 | 42 | 39 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 76 | 72 | 68 | 56 | 52 |

Total experience of full-time teachers

Response : 566.5

Number of teachers recognized as guides during the last five years

Response : 04

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

Response : 68

3.4 Institution

Total number of classrooms and seminar halls

Response : 21

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 124.05 | 119.4 | 108.4 | 145.34 | 98.48 |

Number of computers

Response : 333

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.28989

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.09362

NAAC

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 curriculum of the North Maharashtra University is adopted by the institute. The activities of the institute are in line with the vision, mission and institutional goals. Due efforts are taken to communicate the same to the stakeholders.

The institution has developed a structured and effective implementation of the curriculum in the following manner:

Academic Calendar Preparation:

- Prior to the commencement of the academic year, the course coordinators along with the Director prepare the academic calendar.
- This gives clear picture of the activities to be conducted in order to ensure proper teaching learning process and continuous evaluation.

Meetings:

- Meetings are held periodically where Director and Coordinators of each course discuss action plans for smooth and effective management and implementation of the curriculum.
- The finalized action plans are communicated by the course coordinators to each faculty member as envisaged in the well documented process to ensure smooth conduct of teaching-learning process.
- Discussion on strategies for classroom implementation of syllabus, assignment of the workload to individual teachers and course-wise time table preparation is carried out.

Documentation:

- The teachers prepare teaching plans and get them approved from the course co-ordinator.
- The teaching plan includes course objectives, content of the topics, pedagogic techniques and reference books. It gives an insight into how the sessions will be handled throughout the semester. Course-wise time tables are prepared accordingly which are distributed among the teachers and displayed on the notice board for the benefit of the students.

The curriculum design and development:

The curriculum design and development for all programs is done to ensure suitability, adequacy and effectiveness in tune with the changing requirements of the stakeholders.

Accordingly, the Institute adopts various measures for the improvement of the students with focus on

employability, innovation and research by taking formal inputs from various stakeholders. This includes:

- Involvement of industry professionals in curriculum development.
- Mandatory intern projects in industry for most of the UG and PG programs.
- Customizing the curriculum based on the specific local needs, simultaneously focusing on the current global trends.
- Curricular design encompassing prevalent issues and human values.
- Synergizing curriculum with industry practices and needs.

Innovative Teaching:

- To improve teaching and learning process, ICT based teaching methods are adopted.
- Innovative teaching processes such as presentations, group discussions, role plays, book reviews, simulations, etc., are carried out in the classroom.
- Class room teaching is combined with visits to industries for gaining insights into the industrial functioning.
- Project development sessions are organized for the computer students to develop software skills.

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

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

Response: 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| 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: 34.84

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 5 | 1 | 3 | 5 | 3 |

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

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 18.79

1.2.1.1 How many new courses are introduced within the last five years

Response: 112

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

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

Response: 52.63

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

Response: 10

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

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

Response: 4.57

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 48 | 65 | 40 | 57 | 74 |

| 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:

Vital issues like gender, environment and sustainability, human values and professional ethics find ample space in the curriculum.

- Students' sensitization on various ethical, environmental and gender related issues is done through various activities conducted periodically. This includes lectures by eminent person on various vital issues, apart from seminars and workshops.
- The curriculum designed by the university includes many of the aspects concerning Environmental Studies, Professional Ethics and Moral values, CSR, Business ethics and Corporate Governance.
- A novel and environment friendly way of welcoming the guests of the Institute is done by offering saplings instead of floral bouquets.
- For Gender Sensitization, discussions and talks by guests are organized. International women's day is observed in the institute with a view to spreading awareness on gender sensitization among the students and the faculty members.
- The Institute conducts various programs for awareness generation and sensitization among students on various issues of social significance that include, but not limited to:
 - Swachh Bharath Abhiyan
 - Blood Donation Camp
 - Tree Plantation
 - Safety and Traffic Awareness
 - No Vehicle Day
- The Institute has constituted a cell named 'Yuvati Sabha' under which various programs for girl students and faculty members are organized. Some of them are:
 - Awareness program on breast cancer.
 - Karate workshop for women's security.
 - Talks on women empowerment.

- Awareness talks on women's health.
- Panel discussions of women entrepreneurs.
- Personality development seminars.
- Awareness about the women's rights and laws protecting women.

The following committees take care of the students regarding these issues:

1. **Woman anti-harassment committee:** Consists of one coordinator and a few members from among the female faculty members. This cell interacts with female members at regular intervals to identify any sort of issues.
2. **Anti-ragging committee:** As per the guidelines of UGC, AICTE and the University, an Anti-ragging committee has been constituted to handle the issues pertaining to ragging. The names of the committee members along with their mobile numbers are displayed at different places in the institution.

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

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

Response: 1

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

Response: 01

| File Description | Document |
|---|-------------------------------|
| Details of the value-added courses imparting transferable and life skills | View Document |
| Any additional information | View Document |

1.3.3 Percentage of students undertaking field projects / internships

Response: 41.06

1.3.3.1 Number of students undertaking field projects or internships

Response: 544

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

1.4 Feedback System

| <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 |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | 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: A. Feedback collected, analysed and action taken and feedback available on website</p> | |
|--|-------------------------------|
| File Description | Document |
| Any additional information | View Document |
| URL for feedback report | View Document |

NAAC

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: 1.49

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 32 | 23 | 16 | 13 | 10 |

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 72.38

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 600 | 570 | 524 | 460 | 561 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 800 | 800 | 800 | 680 | 680 |

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

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 76.93

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 276 | 281 | 251 | 282 | 339 |

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

2.2 Catering to Student Diversity

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

Response:

The Institute assesses the learning levels of the students by the following ways:

- The marks obtained by the candidate in the qualifying examination are scrutinized and an overall evaluation is made about the candidate at the time of admission.
- The subject teachers interact with students in the classroom; identify their performances in presentations, active class participation, scores in practical sessions and internal exams and thereby identifying slow and advanced learners.

Following strategies are adopted by the Institute specific to needs of the identified slow and advanced learners:

For slow learners:

- Special guidance on topics of subjects like fundamentals of accounting, computer sciences, programming languages, mathematics and statistics are offered.
- Regular sessions are conducted to improve English proficiency and soft skills.
- Mentor-Mentee system is introduced for personal guidance.
- Remedial courses are conducted for the slow learners.
- Extra practical sessions and revision sessions are also conducted.
- Special Audio Video sessions are arranged on specific topics as per the need.
- Institute organizes expert guidance/lectures of resource persons to enhance the potential of the

students.

- The Institute provides special counseling to the slow learners.
- The Institute also provides opportunities to the students to participate in the organization of Institute level events, seminars and workshops.

For advanced learners:

- In order to achieve full potential of the advanced learners, the Institute provides multiple learning pathways by encouraging their participation in research surveys, university and national level workshops, seminars, conferences, educational fairs, exhibitions, quiz contests etc.
- The Institute provides access to advanced learning material through electronic books and journals by way of subscription to N-List–INFLIBNET and other reference sources.
- The students are given the opportunity to organize various events and develop their event management skills.
- The Institute arranges for development of software projects by the students through the guidance and participation of Industrial trainers.

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

2.2.2 Student - Full time teacher ratio

Response: 23.66

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

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.23

2.2.3.1 Number of differently abled students on rolls

Response: 03

| 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:

Institute focuses on enhancing and bringing out the latent potential of the students through experiential learning, participative learning and problem solving methodologies. The Institute focuses on educating students through hands-on experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting which include internships, field trips etc. Through participative learning, the focus is on 'with' rather than 'for' students. Curriculum based problem-solving by the students is encouraged with the required inputs and guidance offered by the faculty members.

The teachers act as the facilitators and thereby provide interactive, independent and collaborative learning to the students. In order to make learning more student-centric the Institute adopts the following strategies:

- Experts from Industries are invited to impart practical and experiential knowledge to the students.
- Modern teaching techniques including ICT based ones such as presentations; role playing, simulations, business plans, panel discussion and software exhibition are practiced.
- Local field and Industrial visits are arranged for the students.
- Classroom teaching is predominantly interactive in nature where students are encouraged to ask questions.
- Students are encouraged to conduct surveys to increase their practical knowledge.
- In order to develop their creativity the Institute has formed readers' club and writers' club.
- To develop the writing skills the Institute publishes its annual magazine 'Vyavasthapan'.
- Regular sessions are combined with workshops, group discussions, debates and quiz competitions.
- Brainstorming sessions for the students are conducted which provide a platform for the students to express their original and creative thoughts.
- Students are given theoretical and practical assignments on recent trends in various fields.
- Students are encouraged to conduct socio-economic surveys to appreciate the social and economic structure of the society which helps to develop a sense of responsibility toward the society inculcating ethical and professional values.
- Students are encouraged to participate in management games and take up case studies so as to increase their team building and problem solving analytical skills.

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

Response: 80.36

2.3.2.1 Number of teachers using ICT

Response: 45

| File Description | Document |
|---|-------------------------------|
| List of teachers (using ICT for teaching) | View Document |
| Any additional information | View Document |

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

Response: 23.66

2.3.3.1 Number of mentors

Response: 56

| File Description | Document |
|---|-------------------------------|
| Year wise list of number of students, full time teachers and students to mentor ratio | View Document |
| Any additional information | View Document |

2.3.4 Innovation and creativity in teaching-learning

Response:

The institute aims to nurture critical thinking, creativity and scientific attitude among the students through seminars, discussions, collaborative activities, assignments, projects, and co-curricular and extra-curricular events apart from regular classroom teaching.

Critical thinking:

Specific topics are required to be presented by groups of students participating in discussion forums, or seminars wherein the individual reasoning is given significant age, weight, triggering critical thinking.

The institute believes that a creative and stimulating ambience encourages students to explore the subject in depth and an open environment helps in innovation of new teaching methods. The institute believes in innovation and creativity and projects its intent in the following manner:

- The mandatory social projects induce the students to look for unique topics for study which hitherto were unexplored bringing out the inherent creative potential amongst students.
- Students are guided and encouraged to participate in university level research festival 'Avishkar'.
- Education related documentary films are regularly screened to cast lasting and indelible inspiration on the minds of the students.
- The institute also organizes several events to keep the students abreast with the current trends and developments in various fields and to improvise on the existing technologies.
- Drama, music and fine arts employ several ways and means to showcase artistic skills and arouse creativity.
- Institute being a nodal center for SPOKEN TUTORIAL, a project of IIT Mumbai and Government

of India promotes open source software among the student and faculties.

- Video lectures of prominent experts available on internet are shown to the students to expose them firsthand information
- Students are instructed to prepare innovative multimedia contents as assignments.
- There is a provision of television for students, tuned to national and international news channels along with certain business channels.
- The institute provides newspapers along with national and international journals so that the students to become aware of the latest innovation and creativity.
- The Institute has a Language lab where software in Spanish, Chinese, German, Japanese and French languages is available.
- An interactive session on Budget is organized every year by eminent Chartered Accountants in the month of March to enable the students to understand the economic survey and tax implications of the new amendments.
- The Institute has introduced a 'Hobby Club' for the students to showcase their talents.
- To make the student understand how the academic material will be relevant to his everyday task, role playing approach is adopted.

| 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: 75.33

| 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: 11.04

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 07 | 06 | 05 | 05 | 04 |

| 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: 10.12

| File Description | Document |
|---|-------------------------------|
| List of Teachers including their PAN, designation,dept and experience details | 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: 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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

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

Response: 3.69

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 2 | 2 | 2 |

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

2.5 Evaluation Process and Reforms

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

Response:

- The Institute of Management and Research is affiliated to North Maharashtra University that prescribes student evaluation on the basis of 60 marks (External i. e. University level exam) and 40 marks (Internal i.e. Institute level exam) for all the courses from the academic year 2016-17.
- The Institute prepares academic calendar at the beginning of the academic year in which the tentative dates for internal examination of all the courses are scheduled.
- The respective course coordinators display the programme on the notice for the internal examinations which are conducted in two slots as follows:

Pattern 1:

- Test-1 (10 marks) and Test-2 (10 marks)
- Home Assignments/Group Discussions/Seminars (10 marks)
- Class attendance and behaviour (10 marks)

Total: 40 marks

Pattern 2 :

- Test-1(20 marks) and Test-2 (20 marks)
- Total: 40 marks

Keeping in view the need for continuous assessment of the students, the Institute has adopted both formative and summative methods of evaluation. Under these the following measures are initiated.

Formative Assessment

- Under formative approach, the evaluation includes measuring the student's accomplishments through PowerPoint presentations, group discussions, seminars, assignments, book reviews, surveys etc.
- Accordingly, necessary steps regarding his/her improvement are planned.
- Scores are awarded to the students based on their performance in the aforementioned assignments and two internal examinations totaling to 40 marks. In the event where a student's performance is not up to the mark, re-internal tests are organized to boost their confidence besides their scores.

Summative assessment

- The summative evaluation consists of midterm and terminal examinations.
- In case the student is unable to perform up to the expected level, an additional chance is given to the student for his/her improvement.
- Table shows some of the Formative and Summative Evaluation techniques adopted by the Faculty members

Table 1: Formative and Summative Evaluations

| Sr. No. | Formative Evaluation Techniques | Summative Evaluation Techniques |
|---------|---------------------------------|---------------------------------|
| 1 | PowerPoint Presentations | |
| 2 | Assignments | |
| 3 | Projects | |
| 4 | Book –Review | External term-end examinations |
| 5 | Group Discussion | |
| 6 | Surveys | |
| 7 | Surprise test | |
| 8 | Two Internal Tests | |
| 9 | Re-Internal Tests | |

Some of the significant improvements made in the internal assessments over the previous years are as given below:

Earlier the internal assessment consisted of written internal examination only. Now it is recast into the following pattern:

| Type of Evaluation | Weightage |
|---|-----------|
| Internal Tests | 50% |
| Presentations/ Assignments etc. | 25% |
| Continuous classroom evaluation through interaction | 12.5% |
| Classroom Attendance, Punctuality | 12.5% |

The evaluation patterns of the courses are restructured from 80:20 and 75:25 patterns to 60:40. CGPA system is implemented in place of awarding scores.

To ensure transparency, the test papers are discussed in class and the assessed answer sheets are made accessible to the students to help them evaluate their performance and identify areas capable of improvement.

Communication skills, leadership traits, motivational levels, team spirit are also given consideration in the formative evaluation of the students.

| File Description | 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:

- During the induction program, which is conducted for all the courses, the students are briefed about internal examination patterns and assessment criteria by the course coordinators.
- The academic calendar prepared and published at the beginning of the academic year provides the dates earmarked for the internal examinations of each course.
- Internal examination schedule is displayed on the notice boards well in advance. Two internal examinations are held per course per semester.
- The syllabus for the internal exam is clearly announced in advance for the benefit of students to provide sufficient time for preparation.
- The internal assessment mark lists are displayed on the notice boards and institute website.
- A variety of student's assessment methods such as objective, descriptive questions (short & long answer), home assignments, seminars, group discussion, surveys etc., are incorporated.
- While designing the internal question papers, questions of different difficulty levels are included, to test various aspects of the students such as knowledge, understanding, application, analysis, synthesis and evaluative ability.
- The marks obtained by each student are displayed on the notice boards.
- If any student lags behind, he/she is given a chance to appear for another internal test for improvement of performance.
- The students have access to hard copy of answer book after evaluation.
- Students are free to interact with the teacher to resolve grievances if any, regarding the assessment.

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

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

Response:

- The marks of the internal examinations are displayed on the notice board and institute website within a week after the internal examination.
- The assessed internal test papers are shown to the students for self-assessment.
- In case of any grievances regarding internal assessment, the students interact with the teacher to get

them resolved on one to one basis immediately.

- The examination committee takes care of timely and efficient execution of the internal examination.
- Following are the university norms and methods for grievances redressal for external examination:
 - Right to apply for verification of answer books.
 - Right to apply for verification with photocopy of answer books.
 - Right to challenge the valuation of answer books.

The University has a time-bound and efficient Grievance redressal mechanism in respect of the assessment of the external examinations.

| Sr. No. | Type of application | University Order. No. | Acceptance of application | |
|---------|---------------------|-----------------------|--|--|
| | | | <i>Submission by the Institute applicant</i> | <i>Submission to the University by the institute</i> |
| 1 | Only Verification | Order-149 | 21 days | 23 days |
| 2 | Photocopy | Order-134/2007 | 15 days | 18 days |
| 3 | Redressal | Order- 134/2007 | 8 days | 11 days |

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

Response:

- The Director and the course coordinators prepare an overall academic calendar of the institute taking the university schedule into account.
- The academic calendar of the Institute contains the schedule detailing the commencement of semester, holidays, summer and winter vacations, days of celebrations, tentative schedule of internal and external examinations, which is also uploaded on to the Institute's website.
- Once the academic calendar of the Institute is prepared, the departmental academic calendars are prepared by the respective course coordinators in consultation with the faculties highlighting curricular, co-curricular and extracurricular activities to be organized. Due consideration is given to the schedules of assignments, tests, seminars and internal examinations.
- Course-wise teaching work is distributed based on specialization and expertise of teachers. Class-wise time-tables of teaching schedules are accordingly prepared and displayed on the notice boards.
- With due consideration to Continuous Internal Evaluation (CIE) the teachers prepare term-wise teaching plan for each course assigned to them.
- The course coordinators monitor planning and execution of the teaching activity. Mid- term review meetings of course coordinators are conducted for any alterations and modifications.
- The term-wise schedules of internal tests - both theory and practical courses - are prepared by the course coordinators, in line with the academic calendar.
- Internal test time tables are prepared by respective course coordinators and displayed on the notice board. Internal test question papers are prepared by the teachers and submitted to coordinators.
- The Internal answer papers are assessed by the course teachers and the marks are displayed on the

notice board within a week.

- The facility for taking a retest is offered to the underperforming students one more time, as a last chance for their performance improvement.
- Progress of the students is monitored and evaluated on continuous basis through Formative Assessments.
- Sincere efforts are taken to ensure that the schedule provided in the academic calendar is strictly adhered to with least modifications.

| File Description | 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:

The Institute has framed the program outcomes, program specific outcomes and course outcomes since the academic year 2016-17.

- During the induction of each course the course coordinator briefs the students about the importance of POs, PSOs and COs.
- The course teachers introduce, explain and discuss COs in their respective classes.
- In order to communicate the newly designed POs and PSOs to the concerned stakeholders, they are displayed on the notice board of the Institute. The same are also uploaded on the Institute's website.
- Institute has prepared a booklet listing the POs, PSOs and COs and it is available in the Library for ready reference of the students and teachers.
- The POs and PSOs are also displayed continuously on an electronic visual display at the entrance of the Institute.
- The Institute also plans to incorporate POs, PSOs in the prospectus from the coming academic year.

| 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:

Faculty of the Institute is actively participating in designing the syllabi of respective Courses in which they have experience and expertise. Due to the discussions and brain storming sessions in the syllabus framing workshops, the teachers are well aware of the PSO's and POs of their respective Programs.

The Institute follows a systematic and uniform method of measuring attainments of POs, PSOs and COs which is described as follows:

- In majority of the Syllabus framed and circulated by the University, the Course Outcomes are well defined.
- The teacher teaching the respective subject/course is assigned job of reconstructing the COs' as part of their Teaching Plan.
- In faculty meeting of corresponding department the correlation matrix between each CO of all the respective courses in the program and the Program Outcomes (POs) is constituted. The Course Coordinator takes the final decision by discussion with subject teacher.
- The correlation is mainly considered as 0:No Correlation, 1:weak correlation and 2:Strong Correlation.

(A) Attainment of COs:

- The attainment level of the COs with respect to the POs is predefined by the subject teachers as in 3 point scale of 1 to 3, 1 being low, 2 being medium and 3 being high.
- A mapping matrix and the rules of mapping the attainment level as 1/2/3 is prepared by the teachers of all courses of each program including the elective subjects and practical subjects.
- The teachers are allowed to develop their teaching plans for measuring the attainment level of the Course Objectives.
- The Class Assignments, Presentations, Question answers, Student responses, Interactive sessions and Internal Tests may be used to evaluate the level at which the Course Outcome meets in respective activity.
- For example one or more questions can be drawn in the internal test to test certain Course Outcome. Based on the results of the internal assessment, the attainment level is computed.

A Teachers can decide and evaluate the attainment levels as follow:

Attainment Level 1:

- If less than 60% of students score more than 60% marks out of the maximum relevant marks in corresponding activity.

Attainment Level 2:

- If more than or equal to 60% and less than 75% of students score more than 60% marks out of the maximum relevant marks in corresponding activity.

Attainment Level 3:

- If more than or equal to 75% of students score more than 60% marks out of the maximum relevant marks in corresponding activity.

(B) Attainment of POs and PSO's:

Attainment of Program outcomes and program specific outcomes are obtained through CO-PO Attainment Matrix which is determined by course coordinator taking average across all courses in the Program.

2.6.3 Average pass percentage of Students

Response: 73.49

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

Response: 280

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

Response: 381

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 4

| File Description | Document |
|---|-------------------------------|
| Database of all currently enrolled students | View Document |

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 government/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)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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

3.1.2 Percentage of teachers recognised as research guides at present

Response: 3.57

3.1.2.1 Number of teachers recognised as research guides

Response: 02

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

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

Response: 0.15

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

Response: 02

| File Description | Document |
|---|-------------------------------|
| Supporting document from Funding Agency | View Document |
| List of research projects and funding details | View Document |
| Funding agency website URL | View Document |

3.2 Innovation Ecosystem

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

Response:

Initiatives by KCE Society -

- Khandesh College Education Society has established a Research Institute in 2006, “JalaSRI” Watershed Surveillance and Research Institute.
- Institute is associated with the activities of JalaSRI research centre since 2014.
- Faculty members and students of institute actively participate in designing and implementation of various research projects.

Institute’s Eco system -

In order to observe a systematic transfer of knowledge the Institute has formed an eco-system which is supervised by research cell –

The Institute has incepted a Research Cell since 2013-14 to look after the various research activities. An incubation centre runs under the Research Cell that focuses on imparting knowledge, skills and attitude necessary for research to the students.

An Incubation Centre is set up as an eco-system to transform innovations into solutions with the following objectives:

Objectives

- Encourage students to startup their own business.
- Encourage students to transform their ideas into tangible software/products.
- Provide mentoring to those students who need additional skill-set for entrepreneurship.
- Establish linkages with industries to help students in developing problem solving skills.

Activities

- Create physical infrastructure suitable for conducting business incubation activities.
- Arrange training programs for students and faculty members.
- Develop and Facilitate strong networking of mentors, experts, consultants and advisors willing to nurture the incumbents (The students participating/ registered in the centre)

- Establish linkages with granting agencies for supporting the startup businesses.
- Create linkages with other research institutes and industries for assigning innovative tasks to incubate.

Infrastructure

- Computer Centre with internet facility.
- Seminar room for conducting relevant workshops and seminars
- Meeting/Mentoring room for group/personal mentoring

Executive Body

- Coordinator - Coordinator of research and incubation cell
- Course-wise mentors (one for each subject/course)

Faculties of different courses are assigned a group of incumbents to understand their need, strengths and weaknesses.

Status of the Center - Faculty development programs, workshops and training programs are being conducted regularly for improvement of research aptitude in students as well as faculty members.

Following are some of the activities conducted by this centre:

- FDP on Advanced JAVA
- A workshop cum FDP on Android
- Moodle workshop
- FDP on Research Methodology

Thrust Area:

- Software Development
- Data Analytics
- Financial Management
- Information and Communication Technology

Programs conducted in Incubation Centre are as follows:

- Mobile Computing using Android
- Soft Computing
- FDP in Advanced JAVA
- Oracle Certification
- Android workshop sponsored by MAMI
- Workshop in Research in Management
- Software Project Development
- FDP on Research Methodology

| 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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| 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: Yes

| 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 |
|------------------------------------|-------------------------------|
| List of Awardees and Award details | View 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: 1

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 04

| File Description | Document |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |
| Any additional information | View Document |

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

Response: 0.29

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 01 | 04 | 03 | 01 | 05 |

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

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

Response: 1

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 11 | 9 | 15 | 2 | 12 |

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

3.4 Extension Activities

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

Response:

The institute is situated at a vantage location in the city, due to which the neighborhood communities could get connected with the Institute easily thus availing the resources of this institute to full. Following are the major landmarks of the extension activities regularly conducted by the institute.

Blood Donation Camp

- Blood Donation camps are conducted regularly in Jan-Feb every year with the help of blood banks like Golwalkar blood bank, Red Cross.
- Students, teaching and non-teaching staff participate and donate willingly as part of their social responsibilities.

Tree Plantation

- The students of the Institute participate in the tree plantation every year with enthusiasm.
- Samajik Van Vibhag, a government of Maharashtra agency, encourages students by providing them with saplings of various plants.

Activities of IMR Rotract Club: Rotract club is the outcome of the long term linkage with the Rotary International.

- Some of the faculty members of the Institute hold distinguished positions in the various branches of this organization.
- In the institute, every year Rotract Club installation is done by appointing the faculty members and students as President, Vice President and other office bearers of the club. The club conducts a number of outreach and student sensitizing programs under this scheme.

Yuvati Sabha

- This is a social movement of the Institute for the benefit of women in the Institute and society.
- A number of programs with respect to gender issues are conducted by the institute.
- Some of the important programs are awareness about the women welfare laws, healthcare, safety and security measures etc.

Village Adoption: The Institute has adopted a nearby village named Pokhari with the objective of

connecting the rural people with urban communities for accessing facilities like healthcare, agriculture management and need based education. This can be considered as a substantial step to make the students and teachers sensitive regarding their social responsibility and transfer of knowledge for social benefits. Similar strong linkages would be built in future with other nearby villages.

Student Welfare Cell: From year 2013 the institute regularly conducts extension activities under the banner of Student Welfare Cell. UMAVI Karandak, Yuvaranga, Late Bhaskar Sabnis Quiz Competition, Red Ribbon Club activities, Drama Narration, Student Leadership Quality Enhancement workshop are some of the activities.

Outreach Programs: The institute regularly conducts a large number of outreach programs for sensitizing students of management studies. Constroworld, Agroworld, Food Carnival, Creating Documentary Film workshop and Lokmat educational fair are some of the important events conducted with this objective.

Cleanliness Drive: The Institute has undertaken the “Clean India” mission called by Hon. Prime minister Shri. Narendra Modiji. Under this initiative, Nirmalya Sankalan, cleaning of Golani market, a centrally located market place in the city and campus cleaning were carried out by the students.

| 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: 4

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 00 | 01 | 03 | 00 | 00 |

| 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: 5

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 01 | 01 | 01 | 1 | 01 |

| File Description | 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: 6.73

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 90 | 220 | 90 | 20 | 00 |

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

3.5 Collaboration

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: 15

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 03 | 07 | 01 | 02 | 02 |

| 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: 0

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)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| 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 |

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 institute follows the norms of AICTE. The facilities available in the institute for teaching-learning mainly include 18 ICT enabled class rooms and tutorial rooms. 7 Computer labs are utilized for the practical sessions and one as the computer center. The language lab allows students to learn different foreign languages. 3 ICT enabled seminar halls, 1 auditorium hall, boys' and girls' common rooms are available.

Following table gives a detailed description of these teaching-learning facilities:

| Sr. No. | Minimum Requirement | Existing Facility | | |
|---------|----------------------------|-------------------|-------------------|-----------------------------|
| 1 | Land(1 acre) | 1.20 acres | | |
| 2 | Own Building | Ground floor | 831.121 sq. mts. | |
| | | first floor | 1378.039 sq. mts. | |
| | | Second floor | 1378.039 sq. mts. | |
| | | Third floor | 1382.053 sq. mts. | |
| | | Total area | 4969.252 sq. mts. | |
| 3 | Classrooms (66 sqm) | Total No. | Room Id | Size/Dimension (sqm) |
| | | 14 | 16 | 69.55 |
| | | | 17 | 69.55 |
| | | | 18 | 69.55 |
| | | | 25 | 69.55 |
| | | | 26 | 69.55 |
| | | | 27 | 69.55 |
| | | | 28 | 69.55 |
| | | | 11 | 49.04 |

| | | | | | |
|----|--|---|----------|--------|--|
| | | | 12 | 72.14 | |
| | | | 13 | 72.14 | |
| | | | 14 | 72.14 | |
| | | | 21 | 72.14 | |
| | | | 22 | 72.14 | |
| | | | 23 | 72.14 | |
| 4 | Tutorial Rooms (33 sqm) | 4 | 7A, 7B | 69.55 | |
| | | | 8A, 8B | 69.55 | |
| 5 | Computer Labs (66 sqm) | 4 | G3 | 69.55 | |
| | | | G6 | 69.55 | |
| | | | G7 | 69.55 | |
| | | | G2 | 69.55 | |
| 6 | Computer Center (150 sqm) | 3 | G1.G4,G8 | 172.83 | |
| 7 | Language Lab | 1 | 24 A | 30.59 | |
| 8 | Seminar Hall (132 sqm) | 3 | 20 | 141.21 | |
| | | | 30 | 141.21 | |
| | | | 06 | 69.55 | |
| 9 | Auditorium | 1 | 10 | 141.21 | |
| 10 | Library and Reading Room (100 sqm) | 1 | 31 | 150 | |
| 11 | Placement office (30 sqm) | 1 | 24B | 31.55 | |
| 12 | Faculty Rooms (5 sqm per teacher) | 4 | 5 | 69.55 | |
| | | | 15 | 69.55 | |

| | | | | | |
|----|--|---|--------|-------|--|
| | | | 4 | 72.14 | |
| 13 | Girls' Common Room (100 sqm) | | 09+29A | 103.7 | |
| 14 | Boys' Common Room (100 sqm) | | 19+29B | 103.7 | |
| 15 | Director's Office(30sqm) | 1 | 2 | 30 | |

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

Response:

The institute is supported by the Khandesh College Education Society (KCE Society), the parent organization, for the adequate sport facility. The KCE Society has established a centralized sport facility named the Eklavya Krida Sankul with necessary sports equipment and infrastructure.

The Eklavya Krida Sankul was established in the year 2004. International Olympic standard Swimming pool, standard Badminton and Table Tennis courts and a Gymnasium with modern equipment are the major attractions of this facility.

The Institute has an acoustic auditorium hall with size 141.21sqm and also three seminar halls to conduct cultural activity.

Outdoor Game & Sports Facility

| Sr. No. | Outdoor sports facility | Area/Size | Year of Establishment | Users (Yearly) | | | | |
|---------|-------------------------|---|-----------------------|----------------|---------|---------|---------|---------|
| | | | | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| 1 | Athletics | 400 mtr 8 Lane Track for Track & Field Events | 2004-05 | 0 | 0 | 0 | 10 | 5 |
| 2 | Football | 13287.4 sq.ft. | 2004-05 | 0 | 0 | 12 | 0 | 0 |
| 3 | Volley Ball | 531.50 sq.ft. | 2004-05 | 0 | 12 | 12 | 0 | 24 |
| 4 | Cricket | 65 Yards | 2004-05 | 16 | 16 | 16 | 16 | 16 |
| 5 | Basket Ball | 1522.31 sq.ft. | 2004-05 | 0 | 0 | 12 | 0 | 0 |

Indoor Game & Sports Facility

| Sr. No. | Indoor sports facility | Area/Size | Year of Establishment | Users (Yearly) | | | | |
|---------|---------------------------|--|-----------------------|----------------|---------|---------|---------|---------|
| | | | | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| 1 | Badminton Courts (2 Nos.) | Two badminton courts of 880 sq.ft each; Hall Size 4488 sq.ft Wooden Floor | 2004-05 | 12 | 12 | 12 | 12 | 12 |
| 2 | Gymnasium | Hall Size 1850 sq.ft | 2004-05 | | | | | |
| 3 | Table-Tennis | | | 5 | 5 | 5 | 10 | 5 |
| 4 | Boxing | Hall Size 472.44sq.ft.Indoor Hall | 2012-13 | | | | | |
| 5 | Chess | | | 5 | 5 | 11 | 2 | 6 |
| 6 | Rifle Shooting Range | 469.16 sq.ft. Indoor Hall | 2017-18 | 2 | 0 | 2 | 0 | 2 |

Yoga and Naturopathy Centre

| Sr. No. | Particulars of facility | Area/Size | Year of Establishment | Users (Yearly) | | | | |
|---------|----------------------------------|----------------|-----------------------|----------------|---------|---------|---------|---------|
| | | | | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| 1 | Naturopathy centre (OPD Section) | 1422.89 sq.ft. | 2014 | 0 | 0 | 10 | 15 | 12 |
| 2 | Yoga hall: 01 | 1794 sq. ft. | 2005 | 0 | 0 | 76 | 85 | 120 |

File Description

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: 21

| File Description | Document |
|--|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | View Document |
| any additional information | View Document |

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

Response: 58.81

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 63 | 71 | 70 | 70 | 70 |

| 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 Institute has an integrated library management system, SOUL, which contains functions like acquisition, circulation, cataloguing. The Institute library has 24,583 books and 1,149 bound volumes and subscribes to several national and international journals. The library provides open access to students. Through posters the Institute familiarizes the students about the library and the e- services provided by it.

- **Library automation:**

The library is automated since 2012-13. At present SOUL 2.0.0.12 software with six computers for administration and circulation and 10 computers with internet facility for student's access is available. Books and students' identity cards are bar-coded. CCTV surveillance cameras are installed.

- **Open Public Access Catalogue (OPAC):**

OPAC facility with two computers is provided for the students and staff. WEB OPAC facility is made available online.

- **Access to digital content:**

More than 6000 e journals and over 3135000 eBooks are made accessible through N-List service of INFLIBNET.

- **DELNET Facility:**

Institute has DELNET service with the objective of resource sharing through inter library loan service. It is also helpful in undertaking scientific research in the area of Information Science and Technology.

- **Learning Management System:**

A Moodle based Learning Management System (LMS) integrating teaching with the library resources is available.

Access to free e-resources like National Digital Library of India (NDL) and E-Shodh Sindhu are made available through the library webpage.

| | |
|----------------------------|-------------------------------|
| 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:

| Sr. No. | Category | Name of the Book/ Manuscripts | Publisher | No. of Copies | Year of Publishing |
|---------|-----------------|-------------------------------|---|---------------|--------------------|
| 1 | Rare Books | Old Academic Books | Various Publisher resources are available | 21 | Over 1989 to 2003 |
| 2 | | Epics | Various Publisher resources are available | 34 | Over 1989 to 2000 |
| 3 | Special Reports | Ph. D. Thesis | Unpublished | 26 | Unpublished |

| | | | | | |
|---|--------------------------|--------------|---|----|-------------------|
| 4 | Other Knowledge Resource | Encyclopedia | Various Publisher resources are available | 62 | Over 1990 to 2009 |
|---|--------------------------|--------------|---|----|-------------------|

| | |
|---------------------------------|-------------------------------|
| File Description | 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: A. Any 4 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: 2.32

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 1.78 | 2.99 | 1.36 | 2.47 | 2.98 |

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

| 4.2.5 Availability of remote access to e-resources of the library | |
|---|-------------------------------|
| Response: Yes | |
| File Description | Document |
| Details of remote access to e-resources of the library | View Document |

| 4.2.6 Percentage per day usage of library by teachers and students | |
|--|-------------------------------|
| Response: 6.3 | |
| 4.2.6.1 Average number of teachers and students using library per day over last one year | |
| Response: 87 | |
| File Description | Document |
| Details of library usage by teachers and students | View Document |
| Any additional information | View Document |

4.3 IT Infrastructure

| 4.3.1 Institution frequently updates its IT facilities including Wi-Fi |
|--|
| <p>Response:</p> <p>Institute has up-to-date IT facilities. The Institute has a total of 395 computers and 47 laptops with licensed operating systems and necessary software. There are seven computer labs in the Institute. It also has installed a Language lab which consists of 10 computers and one server. Latest software of languages like Chinese, Spanish, German, and French is available. Since the Institute works as ARC center for the admission process of MBA and MCA courses 10 advanced configuration CPUs have been procured for the same.</p> <p>Hostel: Digital Learning Resource Access Centre and internet café in the ladies' and gents' hostel are also available with necessary accessories and peripherals like servers, printers, stabilizers, UPS, etc.</p> <p>LAN: One broadband connection of 48 MBPS capacity is spread over the campus. All the computers are connected through wired and wireless Campus Area Network and the internet access is controlled through a firewall. The Wi-Fi connectivity covers 100% of the campus area. Students, faculties and administration</p> |

staff have continuous access to internet facility in the campus. The auditorium and the conference halls of the Institute are equipped with necessary ICT gadgetry.

Hardware: The Institute has the latest configuration hardware and is frequently updated through buy-back policy of the vendors as and when needed. All departments of the Institute have computer facilities. The Institute has 13 servers for functioning of various systems like library management, administrative management, firewall application, Wi-Fi management, student database management system etc.

The Institute also has 18 scanners, 56 printers, 18 UPS, 32 LCD projectors and 5 K-YANS and biometric system.

ERP System:The institute has recently installed an ERP System to manage day-to-day activities of the Institute.

Licensed Software: The Institute has subscribed to Microsoft licensed software and it receives academic versions of the licensed software released by Microsoft from time to time.

Efforts towards ICT based teaching and learning: The Institute has setup five smart classrooms which have advanced audio visual equipment such as K-YAN. It has a high-end computer, interactive LCD projection system, smart pen, audio and PA system and is connected to the internet through LAN. This equipment facilitates the recording of the lectures in both audio and video formats. The Institute also has five interactive board accessories and other gadgets for delivering ICT based learning instructions. The Institute also has a facility for recording audio-video lectures of the faculty and guest speakers and resource persons.

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

4.3.2 Student - Computer ratio

Response: 3.98

| File Description | Document |
|--------------------------|-------------------------------|
| Student - Computer ratio | 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: 20-35 MBPS

| File Description | Document |
|--|-------------------------------|
| Details of available bandwidth of internet connection in the Institution | View Document |

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

Response: Yes

| 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: 7.92

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)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 6.34 | 8.40 | 6.92 | 19.53 | 7.51 |

| File Description | Document |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | View Document |
| Audited statements of accounts. | 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 course coordinators of the respective courses bring to the notice of the Director any maintenance requirements of infrastructure etc. The Director, in turn discusses these issues with College Development

Committee and then process the proposal to the management.

Infrastructure

- The Institute has its own bore well and adequate water supply system. Aqua guard connected water coolers are installed in every floor, the maintenance of which is outsourced.
- The institute has a power line from the MSEDCL.
- It has also set up its own power transformer within the campus so as to avoid fluctuations in voltage of the supply.
- To combat the challenges posed by periodic load shedding and black-outs, the institute has set up power generators.
- The Electrical and civil maintenance work is looked after by the specific contractor appointed by the management.
- The Institute has 24X7 security guard facility in two shifts.
- The parking area is properly maintained by security.
- The cleanliness of the Institute is maintained by the contractor which is outsourced.

Laboratory

- Optimum utilization of laboratory resources is ensured by the faculty, coordinators, and lab assistants.
- Institute has 7 computer laboratories and one language lab with a total of 395 computers and other hardware like printers, scanners, USB etc.
- In order to avoid risk from viruses, spyware and other external threats, legal antivirus is installed in all the computers.
- Further maintenance, cleanliness of lab and other problems of the computers and IT facilities, are outsource.
- For proper functioning of the computers, air conditioners are installed.

Library

- Every year, the college forms a library committee which deliberates and evaluates the previous year's activities. The library focuses on accessing the materials in digital formats together with the other collection.
- In order to provide suitable atmosphere for reading, cleanliness is maintained inside and outside the library.
- Proper maintenance of reading tables and chairs is taken care of. Dusting and shelving of reading materials is done on regular basis.
- The maintenance and utilization of library includes maintenance and organization of collections, bar-coding, repair and rebinding of damaged books. Minor repairs are carried out by the library and rebinding of books is given to external contractor.
- Outdated books and publications are weeded out.

Sports Complex

- The KCE Society has Eklavya Krida Sankul, which is the only one of its kind in North Maharashtra region.
- The Institute makes use of this centralized Krida Sankul for its sports activities. For this purpose it

has appointed a Physical Director for planning optimum utilization of sports facilities throughout the year.

Class Rooms

- The availability and state of the classroom plays a key role in facilitating the teaching-learning process.
- The time-table for classroom teaching is prepared before the commencement of each semester and class rooms are allocated.
- Institute provides a good physical environment in the form of desks, chairs, tables, space, instructional materials, proper lighting and ventilation as well as the latest Information and Communication Technology (ICT) equipment.
- The lab assistant looks after the repair/replacement and other identified system problems of the class rooms.

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: 29.7

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 339 | 281 | 176 | 483 | 568 |

| 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: 1.5

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 24 | 18 | 20 | 16 | 16 |

| File Description | Document |
|---|-------------------------------|
| Number of students benefited by scholarships and freeships besides government schemes in last 5 years | View 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 |
| Any additional information | 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: 14.75

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 59 | 267 | 146 | 273 | 163 |

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

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

Response: 21.67

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 208 | 430 | 321 | 304 | 83 |

| File Description | Document |
|---|-------------------------------|
| Details of the students benifitted by VET | View Document |

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

Response: Yes

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

5.2 Student Progression

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

Response: 22.88

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 98 | 109 | 88 | 98 | 102 |

| File Description | Document |
|---|-------------------------------|
| Self attested list of students placed | View Document |
| Details of student placement during the last five years | View Document |

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

Response: 25.72

5.2.2.1 Number of outgoing students progressing to higher education

Response: 98

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

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

Response: 20.67

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 01 | 01 | 00 | 01 | 03 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 5 | 3 | 5 | 5 | 10 |

| 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

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

Response: 1

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 01 |

| 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 |
| Any additional information | View Document |

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

Response:

The Institute encourages involvement and participation of students at almost all the levels of planning and organization of academic and administrative, co-curricular and extracurricular activities and procedures. Every year, students play active roles in organization and execution of activities concerning the organization of workshops, guest lectures, surveys, skill development programs, industrial visits and many more. They also have a major role in organizing events like IT-Fiesta, Entrepreneurship Day, and Managers Day etc. They are also involved in many committees like Grievance Cell, Anti ragging Cell etc.

Major Activities:

Yuvarang: The members of Students' Council actively participate in the planning and execution of the University Level Annual Cultural Youth Festival 'Yuvarang'.

Synergy: In the Annual Social Gathering 'Synergy', the members of the Students Council organize various activities such as Mock press conference, debates, Dumbsheras, Ad-mad show and cultural programs.

Blood Donation Camp: The student representatives enthusiastically promote Blood Donation Camps in the Institute and motivate all students for maximum participation.

Co-curricular and Extra-curricular Activities: The Students' Council members play active roles in organization of numerous co-curricular, extracurricular and extension activities throughout the academic year.

To protect the environment, the Student Council representatives help in 'Nirmalya Sankalan' during the Ganpati Festival and also promote tree plantation every year among the students of the Institute and the common public.

Sport activities: Every year, the Institute gives an opportunity to the Student Council members to organize sports days in consultation with the Sports Director.

Feedback: The Students Council provides different types of feedbacks on various academic and support facilities.

Grievances Redressal Cell: The Students Council members help in redressal of grievances of the students. The Students Council acts as a platform to voice the problems and grievances of students on the campus. The issues are resolved through discussion.

Anti-ragging Cell: Four student representatives are chosen as the members of the Anti-ragging cell.

Participation in administration: The class representative of each class monitors discipline and smooth functioning of classes.

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

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

Response: 3.8

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 05 | 04 | 03 | 04 | 03 |

| File Description | 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:

The alumni association of the institute contributes to the development of the institution through financial and non-financial means. The alumni have contributed more than Rs. 5, 00,000/- during the last five years for the development of the institution.

Non-financial contribution of alumni to the development of the Institute is given below:

- There are various ways in which alumni of the institute remain in constant touch with the institute. Alumni are invited from time to time to share their experiences with the students. Guest lectures are arranged on various current topics with the help of the alumni.
- Practical experiences and current practices in the corporate world are shared by alumni and thereby students become better prepared to face challenges of the real world. The association of alumni also helps by way of mentoring done especially regarding career counseling. Information about the industry trends in different sectors and career prospects are discussed at length which help in better performance of students during interviews and increase in number of placements. This is done formally and informally on one as to one basis or sometimes with small groups of students.
- Senior members of alumni association holding prominent positions are invited as judges for various academic and co-curricular activities. Participating students receive guidelines and tips from them for further improvement.
- Prominent alumni and local businessmen/traders listed in the table below provide employment to the students.

Alumni Providing Employment to Students

| Name ofAlumnus | Firm Name and Contact Details |
|------------------------|--|
| Prin. A. G. Rao (Retd) | Chairman, Jalgaon Janta Sahakari Bank, Jalgaon |

| | | |
|-----------------------|--|--|
| | 9423973199 | |
| | raoag_jal@rediffmail.com | |
| Mr. Yogesh Sarode | Delight Thermal Engineer, Shruti Electomechanical, Varad Engine .9595403231 | |
| Mr. Deepak Patil | BTIT Info system | |
| Mr. Amit Ahuja | Royal Palace, Jalgaon, 9823278855 | |
| Mr. Anand Palod | Bharat Agencies, (0257)2224369 | |
| Mr. Ratnesh Palod | Palod Distributor, 9890155366 | |
| Mr. Vaibhav Saraswath | Event Management, 9011295944 | |
| Mrs. Anita Dave | Om Associate, Loan Consultant, 9824703322 | |
| Mr. Uday Yeole | Shruti floriculture, 8237071672 | |
| Mr. Jagdish Narkhede | Placement Company, 9823216024 | |
| Mr. Bhushan Bhalerao | Placement Agencies, 9595770027 | |

| File Description | Document |
|----------------------------|-------------------------------|
| Any 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 - 3 Lakhs

| 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: 5

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 01 | 01 | 01 | 01 | 01 |

| 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 |

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:

Institute of Management and Research adopts a decentralized approach aimed at overall good governance for achieving the Vision and Mission of the institute.

Vision

Committed to provide value based, quality, professional and technical education to the students and empowering them with the required skill-sets and competencies to face challenges of the fast changing global environment.

Mission

- To provide necessary technical and professional education with a view to uplifting the lives of rural and urban students.
- To create a conducive platform for students to develop their skills and knowledge.
- To encourage innovation and research aptitude among students.
- To inculcate global ethics and human values in all the learners.

Nature of governance

- The Institute has a well constituted College Development Council (CDC) as mandated by the Maharashtra Public university act 2016, which is responsible for overall planning and policy framing for the institute.
- The Management Council of the parent Society directs the College Development Council (CDC) in prioritizing the tasks and action plans as well as policy framing.
- The recommendations of CDC are considered by the Director, and are deliberated with the teaching and non-teaching staff for implementation.
- The Director constitutes various academic and extracurricular activity committees to prepare and execute the plans and policies in line with those chalked down by the Top Management.

Perspective plans

The Perspective plans, outlining the targets of the Institution in the long run and the policies and the strategies for accomplishing the desired target are envisaged by the Institute well in advance. These strategic plans are divided into Short Term and Long Term Plans.

- Short term plans cover the curricular, co-curricular and extra circular activities to be conducted, man power planning and financial allocation for a given academic year.
- Long term plans cover infrastructure development, introducing new courses and revising the Institutional Objectives and Goals in consonance with the changing times.

Participation of the teachers in the decision making bodies

- Every year several committees are constituted with representation of teachers and non-teaching staff to support various administrative and academic activities of the Institute.
- Some of the important committees are: IQAC, Library Committee, Research Committee, Woman Anti-Harassment Committee, Anti Ragging Committee etc. They play an important role in decision making, planning and execution of various activities.
- The teachers of the institute are appointed as members of the Senate, Academic Council, Board of Studies, API and Budget committee and they are involved in decision making at the university level.
- The course coordinators conduct periodic meetings with the concerned faculty members and arrive at specific decisions to enhance the quality of the course.

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

6.1.2 The institution practices decentralization and participative management

Response:

The Institute promotes a culture of decentralization of management through functionally decentralized structure of decision making and implementation.

The Director, who controls the academic and administrative activities of the Institute, has delegated powers to the course coordinators and the office superintendent. This mechanism provides operational autonomy across the hierarchy.

The participative management practices are manifested in the organizational setup described below –

- The Management gives sufficient privileges to the Director, to fulfil the vision, mission and objectives of the Institute.
- College Development Committee of the Institute discusses various issues and decides on the future plans as envisaged by the Management.
- Academic responsibilities are divided among all the course coordinators and faculties. The course coordinators monitor the functioning of their respective courses.
- The Director convenes regular meetings of the teaching and non-teaching faculties for smooth functioning of Institution.
- Various committees are formed for the academic, co-curricular and extra-curricular activities to be conducted during the academic year which have involvement and participation of the students.
- The decision making ensures participation of all faculties. Hence, the participation of management, Director, teaching and non teaching staff in all the activities helps in improving the academic and administrative quality of the Institute.

Case study: Admission Procedure in IMR

- The 'admission process' which takes place between mid June and late July illustrates the efficiency of the decentralization and participative management adopted by the Institute.
- The MBA and MCA admission process for AICTE approved courses is done online by DTE; Government of Maharashtra .The Institute has two separate facilitation centers for both the courses. One senior faculty member is appointed as the head of the facilitation centre that facilitates the entire admission process.
- A team of teaching and non-teaching staff helps students who come for registration and online admission process in the campus.
- The faculty members fill the option forms as directed by the candidate and after declaration of the final list the online admission process is completed by the staff.
- Other than MBA and MCA courses, institute staff involved in ARC for Common Entrance Test (CET) conducted by the university. The teachers conduct NMU-CET exam crash course for the students.
- Active and vigorous counseling is done by the faculties to guide the students for choosing their career according to their interest.
- The administrative staff effectively helps for the admission process by providing charts of fee structure course wise, preparing a bank chalan, providing reprographic facilities, filling admission forms and maintaining necessary records of admission to the respective courses.
- The faculty and the administration work in concert towards completing this process successfully and also ensure the near accomplishment of filling up the intake capacity of the Institution by the end of the admission period.
- This effort calls for tremendous decentralized approach and collective team contribution of teaching and non-teaching staff.

| 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:

Perspective/Strategic plan and deployment documents are available in the institution: **Yes.**

Example of activity successfully implemented based on the strategic plan:

During the strategic planning meetings, discussions were held on the expansion of Institute. These discussions led to enhancing the course-wise strength of the Institute. It was identified that AICTE approved courses after 12th in Management stream were not available in North Maharashtra University region. The only option available was engineering and pharmacy. Our strategic plan was towards launching

such AICTE approved courses in the Institute so that the students of the rural areas would be benefitted.

As per our strategic plan we got the opportunity in the year 2013-14. The AICTE launched two new integrated five year courses named Dual Degree course in MBA and Dual Degree course in MCA in their approval process handbook.

AICTE approved Institutions who are currently running Management and Computer programs with at least one batch graduated is eligible to apply for the approval of integrated MBA and MCA courses.

As the Institute is eligible on the basis of this criterion, we applied online for the recommended courses on AICTE portal.

After getting permission from AICTE, DTE of Maharashtra Government and affiliation from North Maharashtra University, these courses were formally introduced from the academic year for the students qualifying H.S.C. board examination. The intake of these courses is 60 each. The eligibility criteria for the students are followed as prescribed by AICTE.

Highlights –

- Since 2016-17, the AICTE has changed the nomenclature of these Five Year courses as ‘Integrated MCA (IMCA)’ and ‘Integrated MBA (IMBA)’.
- It is pertinent to mention here that this Institute is the pioneer institute in Maharashtra to introduce the integrated courses in Management (IMBA)
- Rural students are benefitted by these courses as it enhances their career opportunities.
- Students of IMCA are benefitted by saving one year and can concentrate on their career goal as developer and entrepreneur in Information Technology.
- Integrated MBA students will be benefitted by getting six months industry exposure as part of their curriculum.

Outcome of the plan-

The institute has received good response for these courses. The students of the region are considering the IMCA and IMBA as one of the best choice after passing 12th standard.

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

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

Response:

General body of the KCES:

Khandesh College Education Society is the parent trust which runs the Institute of Management and Research. The General Body of the KCES is the ultimate authority.

- **President of the KCES:** The Management Council elected by the apex body is headed by the Honorable President of the parent trust. The President is elected from among its members by the Management Council.
- **Management Council of the KCES:** The members of the KCES elect their representatives through election as per the provisions of the constitution of the KCES to manage the affairs of the trust. The Management Council is responsible for the overall planning and decision-making of the trust on behalf of the members.
- **College Development Committee:** Presently as per the provisions of section 92 of the Maharashtra Public Universities Act, 2016, a statutory committee, viz, 'College Development Committee' has been constituted.
- **The Director:** The Director of the Institute is the academic and administrative head.

Administrative setup and functions of various bodies:

- **Academic Administration:** The Institute has appointed coordinators to liaise with the Director. They assist the Director in the academic activities and general administration of the Institution.
- **General Administration:** The general office administration is supervised by the office superintendent assisted by clerks and support staff.
- **Support Functions:** The Physical Director, Librarian and Training and Placement officer provide support to the Institute.

Functions of the various bodies:

IQAC: As per the guidelines of the NAAC, Bangaluru, the Institute has established an IQAC in the year 2016-17. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institutions. The institute has formed various committees such as Grievance Redressal Cell, Anti Ragging Committee, Research cell, Training and Placement Cell etc. for smooth functioning of the institute.

Service Rules, Procedures and Recruitments:

The recruitment, service, promotion, superannuation etc., are governed by the service rules of the various statutory authorities as well as rules and regulations as stipulated by the Management of the parent body.

- The Institute sends the proposal for filling up of vacancies to the University.
- After getting the approval, institute publish the advertisement inviting applications from eligible candidates, the same is published in the local newspapers, university website as well as on the Institute's website.
- The interviews are conducted as per university schedules.

Promotional policies:

The Institute has a well laid policy for promotions of staff as per the statutory bodies that take into consideration the qualification, experience and performance.

Grievance Redressal Mechanism:

The Institute has evolved the following mechanisms for grievance redressal:

- Students can directly approach the Director and coordinators of the courses for presenting their grievances.
- Students put their complaints in written form in suggestion boxes kept at different locations.
- A Student Council is constituted every year. The Director of the institute organizes meetings of this council.

| File Description | Document |
|----------------------------|-------------------------------|
| Any 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: D. Any 2 of the above

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

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

Response:

The minutes of various committees constituted for planning and execution of different activities throughout the year are recorded and follow up action taken is evaluated in the subsequent meeting. Some of the important committees include - CDC, IQAC, Library Committee, Research Committee, Anti Women Harassment Committee, etc.

An example:

The Research committee is formed to set broad objectives and to chalk out activities for the academic year towards research enhancement. These include organizing research oriented Seminars/Conferences/Workshops, faculty development programs, deputing faculties to conferences and workshops, initiating collaborations with Industry. Currently the Research committee constitutes the following members: Dr Manish Joshi, Associate Professor, North Maharashtra University Jalgaon, Prof. Dr. Shilpa Bendale, Director IMR, Dr. Varsha Pathak, Dr. Parag Narkhede , Dr. Anupama Chaudhari, Mrs. Ranjana Zinjore .

Example of minutes of Research committee:

(A) The minutes of the meeting of Research committee held on 12th September 2017. One of the issues discussed was to bring awareness on importance of research among the faculty and motivating them by providing proper guidelines and direction.

Hence it was decided to organize a Faculty Development Program on Research Methodology in order to make the teachers aware of different methodologies and recent trends in research.

Implementation of this activity: As per the discussion held in the above meeting, the research committee came up with implementation of “A two days National Level Workshop on Research in Management” on 17th and 18th November 2017 in association with North Maharashtra University, Jalgaon.

After identifying the thrust areas in research, the committee came up with the topics of research to be covered in the workshop, and approached the resource persons required for the different sessions in the workshop.

The first session was conducted by Dr Sachin Kamble, Associate Professor, NIITE Mumbai, who spoke on ‘How to start Research’. In this session the students were benefited by how to initiate and work into the research process.

The next session was conducted by Dr Rahul Khandelwal, Associate professor, IMSCDR, Ahmednagar, who discussed on ‘Formulation of problem, literature review and questionnaire’. It helped the students in evaluating the research questions and identifying the variables that affect their research project. He also gave various inputs and insights regarding publication of research papers in top notch IIM journals.

On the second day the first session was conducted by Raj Gopal on topic ‘Research design and hypotheses’. He explained the significance of hypothesis formulation in the research and the need and importance of research design in research methodology.

The next session was conducted by Dr. Ramprakash Nair who explained the importance and purpose of outline for the research paper. This will help the students to organize logically before starting to write a thesis.

The last session was conducted by Dr. Prasad Khanzode, Associate Professor who guided through model research work.

In this manner this workshop helped in making the participants aware of the various micro aspects of research. It also helped in disseminating and promoting knowledge on the latest trends in management field.

| File Description | 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:

Keeping the interests of the teaching and non-teaching staff at the helm, the Institute devises and implements several welfare measure:

- The teaching and Non-Teaching staff is granted medical leave. Five months maternity leave facility is provided for female staff. Study leave is granted to teaching and non-teaching staff for their research work and for further up-gradation.
- Provident fund facility is available to all the employees of the Institute.
- Mother Teresa Health Centre – A centralized medical facility located at M.J. College campus is made available to all the institutes under the umbrella of the parent Khandesh College Education Society. The institute also provides this facility for its entire staff. This centre also offers psychological counseling through Maanasrang Samupadeshan Kendra (Psychological Counseling Centre).
- Eklaya Krida Sankul: Gymnasium, Olympic size swimming pool and all sports facilities are available to teaching and non teaching staff and their family members.
- Preference is given for admission to the wards of employees in schools and Institutes run by the parent trust.
- Financial support for research initiatives and related activities such as participation and organization of international conferences, workshops, seminars, etc., is made available by the Institute.
- Appreciation of staff: Notable achievements of staff are appreciated through felicitation in the annual general meeting of the parent body. Staff members are felicitated for achievements such as award of Ph D, presentation of papers in international conferences, publication of books, nomination as a member on different committees of the university, success in NET / SET and other examinations etc.
- Family get-together and trips are arranged for the staff.

| 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: 30.74

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 17 | 20 | 11 | 20 | 7 |

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

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

Response: 4.8

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 04 | 08 | 05 | 05 | 02 |

| 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: 50.73

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 11 | 7 | 26 | 41 | 29 |

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

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

Response:

- Performance based appraisal system for the teaching and non-teaching staff is in place in the Institute. The performance evaluation is done through a two-pronged activity. The feedback from the students on the performance of the teachers is collected semester-wise and is evaluated by the respective course coordinator, who in turn apprises the concerned faculty of the feedback received. In cases requiring attention, the Director of the Institute convenes a special private meeting with the concerned staff and resolves the issue. The other mechanism in place for performance appraisal of the staff is through the evaluation of the self-appraisal forms received from each individual teacher, every academic year.
- The administrative office of the Institute maintains the Service Book of every teacher. The service book entries are based on the PBAS adopted by the Institute.
- The Director appreciates the good appraisal of the teacher and personally discusses the improvements if observed in any case.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institute conducts both internal and external financial audits regularly. The audit and inspection

procedure adopted in the Institute are as under:

1. Statutory Audit :

The statutory Auditor appointed by the K.C.E. Society conducts the audit of accounts of the Institute every year, which is presented for approval before the Governing body of the Institute.

2. Internal Audit :

The internal audit is conducted quarterly every year.

- The internal auditor appointed by the K.C.E. Society cross-checks and verifies the records and suggests rectifications and course correction, if needed.
- The internal auditor submits his report to the Governing Council of the Institute periodically.

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

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

Response: 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 000 | 000 | 000 | 000 | 000 |

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

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

Response:

Resource mobilization policy:

The institute is purely a self financing institute. It does not receive any funding from any agency such as the UGC and other governmental bodies. The institute has to generate its own resources.

Procedures of the Institution for Mobilization of Funds and optimal utilization of resources:

- The primary source of funds for the Institute is through the fees received from the students.
- The Institute also receives consultation projects from various individuals, organizations and agencies. Consultation fees received from such sources are utilized for the development of the Institute from time to time.
- The Institute organizes various conferences/workshops every academic year, for which Institute has received funds from the North Maharashtra University, Jalgaon.
- The Institute’s Auditorium, Class Rooms , Laboratories are rented out for the various Government Exams like SET/ NET/ CSIR, MH-CET during Institute Holidays / Sundays, for generating additional revenue to the Institute.
- The alumni of the Institute also contribute generously to the Institute.
- The revenue and capital budgets are prepared separately every year, in order to ensure optimal utilization of resources. The LMC/CDC approves budgets and forwards them to the Managing Council of the K.C.E. Society for further perusal and action.
- Major items of expenses concerning capital infrastructure are finalized and sanctioned by the Management Council.
- The expenses incurred for day-to-day academic and administrative operations are under the discretionary powers of the Director of the Institute.
- A major amount is utilized on payment of the salaries of the staff.
- The other major expenses include maintenance and up-gradation of infrastructural facility.
- The Institute also provides funds to the teaching-staff for attending conferences, seminars and workshops organized at national and international levels by other institutions.
- To ensure the effective, transparent and fair utilization of the resources, the accounts of the Institute are audited by statutory auditors.
- The audited Income and Expenditure accounts and balance sheet is approved by the Management Council and the general body of K.C.E. Society.

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

6.5 Internal Quality Assurance System

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

Response:

The IQAC was established in the year 2016. The establishment of IQAC has improved the Institute quality assurance strategies and processes in the following way:

- The systematic implementation of teaching plans, student assignments, tests, classroom seminars,

group discussions, presentations etc., are carried out under the aegis of the IQAC to help in reviewing the teaching-learning process.

- IQAC also contributes significantly in promoting new ideas and innovations in teaching-learning process by adopting ICT methods.

Best Practice -1: Initiation of i4 (Ignite, Involve, Innovate and Inspire) Inspirational Series:

- If you want to change the way of being, you have to change the way of doing.” With this thought in mind the Institute has come up with 'i4 Inspirational series', a series of inspirational speeches and lectures hosted by the Institute by inviting academic and industry stalwarts to share a perspective of the changes, challenges and opportunities.
- **'i4 Inspirational Series'** is a dynamic program which is adopted as a best practice by our institute and is organized to '*Ignite, Involve, Innovate and Inspire*' the fertile minds of the future entrepreneurs .
- As part of this Series, corporate professionals and entrepreneurs interact with the students and exchange cases and stories about their business sectors, innovative changes and key innovations.
- With the help of discussions, readings, exercises and films these trainers and industry stalwarts helped the students to analyze and understand the success keys for becoming powerful leaders in clubs, teams, organizations, and society.
- Students are engaged in personal development exercises and reflective analysis to arrive at a clearer understanding of their unique leadership strengths and objectives.

Best Practice 2: Communicative English Language Training (CELT)

- A platform titled “Communicative English Language Training” that ensures individual grooming, better communication skills, positive attitude and display of appropriate behavior is introduced by the Institute, keeping in mind the needs of the students coming from rural backgrounds, to enable them compete with their metro-city counterparts.
- Lack of communication skill lowers down intrinsic confidence amongst these students, which can be nurtured further.
- For the effective imparting of communicative techniques in English, the Institute has appointed a teacher who conducts weekly classes for the students. The methodology adopted includes group discussions, presentations, mock interviews, case studies, role plays, to hone student’s managerial skills along with their academic standards.
- To enhance the communication skills – both oral and written practices are conducted. Writing Skills covered areas like punctuation, commonly confused words and basic grammar. The participants are given a few worksheets on these areas and their performance is evaluated and necessary feedback on how to improve these skills is given.

| |
|---|
| CLT activities |
| English Speaking / MCM |
| Communication skill /MBA BBM |
| Interview techniques/MCA |
| Group discussion and spoken English / e -commerce |
| Business Communication activities GD/BBS |
| Spoken English and technical writing |
| Simple techniques for English communication/BCA |

| |
|--|
| Competitive skills , Presentation skill GD/e-commerce |
| Group discussion and presentation / BBM |
| Soft skill development (practical's) GD presentation |
| 2Days workshop on professional networking , Creating blog , LinkedIn |

| File Description | Document |
|----------------------------|-------------------------------|
| Any 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:

- IQAC monitors the teaching learning process regularly through its committee members.
- It monitors teaching, learning and evaluation progress of each course by conducting periodic meetings.
- These meetings are intended to check the overall result analysis of each semester and to check the planned goals and achievements of IQAC.
- It encourages all course coordinators to organize Workshops, Seminars and Guest Lectures etc.
- It takes review of various academic activities conducted by the heads of various courses and suggestions are given for quality enhancement and sustenance.
- Internal academic audit is carried out to increase the academic quality and also review and reform the teaching learning process.
- IQAC also reinforces the teaching-learning process through feedback mechanism from all the stakeholders.

Examples 1: Computerization of administrative work

After IQAC meeting held on 8th July 2017, the Institute has decided to computerize the administrative process for improving productivity, increasing efficiency, transparency, stream lining processes, time saving and improved data access.

Consequently the Institute has developed ERP system and the following modules such as Academic, HR/Payroll, Student, Finance, Message or SMS, Store management, Performance Events, Administration are introduced.

Examples 2: Internal Academic and Administrative Audit

As per the IQAC meeting dated 7th January 2017, the Institute decided to adopt the audit format issued by the UGC for Internal Academic and Administrative Audit with the following objective:

- Suggest methods for improvement and overcoming the shortcomings.
- Identify the opportunities for academic reforms, administrative reforms and examination reforms etc.

- Evaluate and devise mechanisms for the optimum utilization of financial and other resources.
- In order to implement the above objectives, the Peer Team consisting of the following members was constituted
 1. Dr. Prashant Warke, Director GIMR, Jalgaon,
 2. Dr. K. B. Mahajan, Head, Department of Computer Science, M. J. College, Jalgaon
 3. Hon'ble Ex-Principal D. S. Nemade, M. J. College, Jalgaon.

The committee visited the Institute on 1st July 2017. The recommendations made by the committee include:

- Record of placement of students, campus interview and dates of visits of institutions must be maintained properly.
- IQAC to hold discussions on teaching, learning, evaluation methods, curricular and extracurricular activities, students' strength and performance in examinations.
- Teachers should be encouraged to submit more research proposals to funding agencies, and to publish research articles in the journals with high impact factor.
- Systematic mechanism should be developed to collect feedback from students on curricular development, performance of teachers, and infrastructural facilities.
- Teachers should be encouraged to use innovative teaching-methods.
- Collaboration with industries/ national level research laboratories needs to be strengthened, etc.

This report was discussed in the meeting of the IQAC. The coordinators of all the courses were informed to take necessary action for quality improvement. This exercise has benefitted the Institute in bringing about improvement in the various arenas of teaching-learning and other related aspects.

The following improvements were made on the basis of the observations made in the Academic Administrative Audit.

1. Research activities were strengthened.
2. Through MOU's with various Industries, the Institute-Industry Interface is enhanced.
3. Proper documentations of placement records are maintained.

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

Response: 0.8

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 04 | 00 | 00 | 00 | 00 |

| File Description | Document |
|--|-------------------------------|
| Number of quality initiatives by IQAC per year for promoting quality culture | View Document |
| Any additional information | 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: B. Any 3 of the above

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

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

Response:

Incremental improvement in academic area during last five years (First Cycle):

- Results improved gradually during last five years from 2012-2013 to 2016-2017.
- Some students of Institute at UG and PG levels have won Gold Medals in the university examinations.
- Integrated MCA and Integrated MBA program have been started with the intake of 60 each.

Incremental improvement in administrative area during last five years:

- The institution is working very efficiently in co-ordination with teaching, non-teaching staff and

students.

- ERP system has been implemented for the better functioning of the Administration of the Institute.
- The IQAC has started functioning in co-ordination with staff members and students.
- Grievances of staff and students are resolved properly and timely.
- Infrastructural capacity of the institution is improving.
- Plantation and energy saving initiatives have been undertaken.

| 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: 17

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 04 | 03 | 04 | 05 | 01 |

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:

Safety and Security:

- The campus of the institute is completely under CCTV Surveillance.
- Security person are appointed 24 x 7 on the entry of the institute.
- Attendants are provided for each floor during the working hours to keep an eye on any untoward activity on each floor.
- The girl students are frequently trained in self-defense techniques through various programs like 'Karate' under 'Swayam Siddha Abhiyan'.
- Under 'Yuvati Sabha' various programs on health and mental issues are organized to equip the girl students with physical strength and mental poise to face the undesired situation.
- The girls are also made aware of their legal rights and are trained to handle the social media with due care through various guest lectures, workshops etc.
- The Institute has ensured availability of quality sanitary napkins through Sanitary Napkin Vending Machines and disposal of used Napkins through Sanitary Napkin Incinerators for promoting Menstrual Health of girls.

Counselling:

- The institute gives enormous importance to the counselling of the students. KCE Society has appointed Dr. Niraj Deo as a Professional Counselor for the institute.
- All the female faculty members consider it as a moral responsibility to counsel and guide girl students as per the need.
- Recently the institute has entered the MOU with Bhagirathi Counseling Centre. The institute and the Counseling Centre has conducted life skills training programs and are planning to jointly conduct several psychometric and psychological assessments of the students followed by counselling.
- Further Anti Ragging Cell and Woman Anti-harassment committee are also in operation to take care of the grievances of faculties as well as girl students. These cells ensure that no such event happens in the first place and if it happens, the cell undertakes immediate procedures to punish the offenders after confirmation of the misbehavior.
- The system of mentoring the students is one of the responsibilities fulfilled by the institute. Faculty members are appointed as mentors to the group of students. The students share their problems and difficulties with the faculties and take their guidance.

Common Room

- The common room is provided to the girls. The room serves as the space for relaxation and socializing. Also, the room has facilities such as sanitary napkin vending machine, washroom etc.

| 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: 4.23

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

Response: 4026

7.1.3.2 Total annual power requirement (in KWH)

Response: 95106

| File Description | Document |
|---|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | View Document |
| Any additional information | View Document |

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 4.54

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

Response: 4320

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 95106

| 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 does not generate any hazardous waste.

Solid Waste:

The solid waste primarily consists of old news paper and computer hardware, Old news papers, card board boxes, cleaning tools, plastic mugs and buckets are some of the wastes regularly accumulate over a period of time, while computer hardware which is classified under e-waste are all forwarded to the Society's premises for centralized disposal.

Liquid Waste:

Since the institute does not have a science laboratory liquid waste is negligible and consists of excess water and regular drainage. The building has excellent plumbing system and the drainage water is well connected to the municipal sewerage system.

E-Waste Management:

Most of the electronic gadgets are periodically repaired for efficient utilization and remaining are replaced under buy back scheme of the supplier. Hence, minimum e-waste management is generated on the campus. If some parts found useful, for other systems they are kept aside for future use.

The electronic waste such as scrap computers etc. are handed over to the KCE Society for disposal through a suitable agency. Reuse of office stationery is promoted wherever possible. The institute's internal communication is primarily through e-mail, SMS & Whatsapp.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The Institute has proper rain water harvesting structure in place. Roof water harvesting helps to recharge ground water levels. Roof water after purification is fed into a separate bore taken for ground water recharge purpose.

The run of water from the terrace of the building in the Institute campus is channelized for water harvesting.

There is a duct in the campus which is ideally sloped for the water to run down to the soak pit created to collect the rain water.

The rain water thus collected in the soak pit is adjacent to the bore well of the Institute, thus enabling sufficient improvement in the water level of the bore. This also forms a part of ground water recharging.

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:

a) **Bicycles:** A few students and some of the staff members use bicycles as their means of transport.

b) **Public Transport:** A vast majority of the students use public transport i.e. trains and buses to commute to the institute.

c) **Pedestrian friendly roads:** Yes, the institute has pedestrian friendly roads.

Plastic Free Campus:

- The institute has placed a separate dustbin for the collection of plastic wastage in the campus. It also creates awareness among students to avoid using plastic.
- The students themselves go about advocating the importance of plastic free society during many of

its programs under green initiatives.

- The Institute is a part of 'Sagar Mitra' campaign where 'Sagar Mitra' bag is distributed among school students to collect plastic materials for recycling.

Paperless Office

- The Institute is using electronic media for most of its office work such as attendance, issue of notices and maintenance of records. The Institute is in the process of implementing ERP system for an absolutely paperless campus.

Green Landscaping

- The Institute has a lush green campus garden and number of trees. It believes in nurturing plants and greenery, both inside and outside the campus. The institute organizes programs for planting of trees every year to nurture the habit of planting trees and preserving nature.

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

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

Response: 0.45

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)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1.78 | 0.24 | 0.24 | 0.24 | 0.20 |

| File Description | Document |
|---|-------------------------------|
| Green audit report | View Document |
| Details of expenditure on green initiatives and waste management during the last five years | 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: D. At least 2 of the above

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

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

Response: 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| 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: 5

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 01 | 01 | 02 | 01 | 00 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| Details of initiatives taken to engage with local community during the last five years | 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: No

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

| 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:

- Institute is celebrating birth anniversary of famous Indian personalities like Chhatrapati Shivaji Maharaj, Mahatma Gandhi, Dr. Radhakrishnan, Swami Vivekanand, Dr. S. R. Ranganathan, Dr. Babasaheb Ambedkar.
- Institute is organizing events for the overall development of students such as Teachers day, Independence Day, World yoga day and Republic day.
- Institute is also celebrating Indian festivals like Ganesh Chaturthi, Dahi Handi, Guru Purnima & Navaratri utsav.
- Institute is organizing sports event known as 'KRIDAVEDH' in the memory of Major

Dhyanchand.

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

Response:

The Institute practices professional ethics by maintaining transparency in its core and auxiliary functions.

- The Institute recruits faculty members by considering corporate standards and rules of statutory bodies.
- The institute manages academics and administration with preplanned internal and external audits, safeguarding of all assets and documents.
- Institute has shifted all financial functions through Tally software to promote more transparency.
- All these activities encompass the personal, organizational, and corporate standards of behavior expected by the society.
- For overall transparency in Finance, academic, administrative and auxiliary functions, the Institute is implementing ERP system.

7.2 Best Practices

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

Response:

Practice 1: PRAYAAS towards bridging the digital divide

With the objective to empower home working, office working women and senior citizens in the current digital era, the institute regularly run customized computer awareness program.

The Institute regularly arranges such programs within the context of enabling the home working women and senior citizens those are otherwise deprived of the benefits of the technological changes dynamically occurring in their day to day life.

The practice enables the target audience to help their family and community becoming confident in technology and its applications. The program is tailored with a focus to make the participants familiar with internet, computer operations and office automation tools.

The participants those may be non-professional persons, are given the experience of professional education including issuing of specially designed certificates.

Though seems simple the practice has its own limitations in a way as the course is conducted only for 7 to 30 days looking at the audience learning capacity. Language barrier, professionally and economically

diverse audiences are the important issues that limit the scope of the course structure.

The evidences of success of the practice is shown by the participants as they are capable of handling all operations related to MS-Office and online transactions such as online banking, online shopping, online reservations etc. handling social media and smart phone. Many of the participants have started their online business, after attending the workshop.

The main problems encountered regarding the availability of computer labs, expert faculty members and Internet facility without hampering the preset calendar of the Institute.

Practice 2: Innovations and best practices in teaching–learning process

The Institute has always encouraged the faculty members to apply innovative methodology in teaching-learning with the objective to keep pace with the technological development in the education field. The students of professional institute like us shall be able to learn the concepts with the skills desired in respective profession. The Institute has developed a systematic methodology which mainly consists of preparation of an academic calendar, a well-managed teaching plan with suitable pedagogy for each lesson.

The context of this innovative teaching-learning process is defined by considering following issues.

1. Teachers must be trained to use modern teaching learning tools including Social Media and Web based Technology in their pedagogy.
2. Train faculty members to organize their teaching plans to evaluate the CO-PO attainment levels.
3. Teachers and students are made aware about certain ethical values pursued by the Institute.

The teachers of the Institute thus project themselves as a facilitator and encourage students to learn “how to learn”. The teaching fraternity of the institute practices on innovations in their teaching to make the learning as interesting experience for students. Small project assignments, case studies, field trips, presentations and the activities mainly involve for student participation are undertaken.

The biggest challenge to keep the teaching-learning aligned with the recent and innovative developments is that the Institute needs to provide time to time training to faculties. The newly joined teachers need orientation to follow practices.

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

7.3 Institutional Distinctiveness

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

Response:

The Institute is committed to providing a constructive environment for students to developed their skills

and knowledge as part of its mission. The Institute is also duty-bound by its vision and is committed to providing value based professional and technical education to the students and empowering them with the required skill sets and competencies to address the challenges of the fast changing global environment. To attain the said objectives and mission, the Institute has embarked on providing technology based learning environment.

The Institute has 50 MBPS internet connectivity received under NMEICT scheme of Government of India and the campus is completely WiFi enabled providing unlimited access to internet resources to the students.

- Microsoft certification courses are conducted in the Institute on regular basis.
- The overall objective of technology based learning is development of new learning environments. It will provide greater access and enhancement to acquisition of rationalized knowledge, skills and abilities.
- The Institute has mandated its faculty to change the conventional modes of teaching with modern technology based teaching. Thus the teaching environment is completely ICT based in the Institute. The lecture mode of imparting information to the students is replaced with interactive sessions which make the best use of ICT technologies such as PPTs, online resources including screening of video lectures of IITs and IIMs through streaming and off-line screening,
- The Institute is technosavy in creating, storing and disseminating information as well as in managing intellectual property rights.
- Institute makes use of technology-enabled resources like Moodle software, video lectures of experts and smart classrooms to facilitate communication amongst students.
- Institute uses technology to make education more interactive and collaborative process. For example: Collaboration with IIMs and IITs.
- A language lab is introduced in the Institute where software on foreign languages like Spanish, Chinese, German, and Japanese & French are available for learning.
- The Institute promotes the teachers to update themselves with the changing technology.
- To enhance the technical competencies of the students and teachers, training sessions and workshops on the latest technologies such as adroid applications, ASP.NET using MVC, Advanced JAVA etc., are regularly conducted.
- The institute is authorised center of National Institute of Securities Market (NISM) for conducting the certification examination (Online)
- Some faculties of the institute having their blogs, through which they share the study material and subject contents to the students.

The Institute has the following facilities for technology based teaching and learning:

- Smart classrooms
- Automated library with digital resources.
- ERP for various processes
- Use of Moodle as learning resource
- Technology based research
- Wi-Fi facility 24*7

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

NAAC

5. CONCLUSION

Additional Information :

1) As per NAAC Help desk mail, the institute is providing the following information regarding institution profile:

Academic Information

Details of the programs offered by the institute for the current academic year 2017 - 18 is as follows:

| Program Level | Name of Program Course | of Sanctioned /strengths | No. of students admitted |
|---------------|------------------------|--------------------------|--------------------------|
| PG | MBA | 180 | 180 |
| PG | Integrated MBA | 60 | 60 |
| PG | MCA | 60 | 53 |
| PG | Integrated MCA | 60 | 60 |
| PG | MMS (CM) | 180 | 16 |
| PG | MMS (PM) | 60 | 33 |
| UG | BMS (BS) | 120 | 94 |
| UG | BMS (E-Com) | 80 | 34 |

2) Currently, Institute also conducts diploma program DMEIM but while filling IIQA for NAAC, the nomenclature DMEIM program is not available in drop down list. Hence, we consider only above courses for SSR and the institute has already given this clarification for IIQA.

Concluding Remarks :

The institute is affiliated to North Maharashtra University, Jalgaon and has been exalted to one of the top most management institutions by virtue of its sheer excellence in performance. The institute claims excellence, intellectual excellence and devotion towards the personal and professional development of the students brought about through an excellent ambience including the state of the art infrastructure, empiric learning strategies. The campus is coupled with ICT Enabled teaching for effective training in academics, sports, curricular and extra-curricular activities.

Institute offers UG & PG Programs along with the certificate courses, practice of sustainable & environmental friendly procedure, equitable opportunities for all students, memorandum of understanding (MOU) with Institutes and Industries. Institute has robust feedback system, planned examination schedule and continuous assessment of students.

The Institute has 8 PhD faculty members and offers PhD program with 3 PhD guides, publication of 70

research papers in national & international reputed journals and has an active research cell. For continuous improvement, being management and computer institute, the stakeholder's feedback is taken into consideration. The institute has legacy of producing gold medalists and university toppers. The institute has received national, state & university level awards for extension activities. Institute tries to excel students to stand confidently and successfully at every walk of life.

NAAC