

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MARATHWADA INSTITUTE OF MANAGEMENT AND RESEARCH

GUT NO- 166. DEOLAI SATARA LINK RAOD, OPP. MHADA COLONY, SATARA
PARISAR, BEED BY PASS ROAD, AURANGABAD.

431010

www.mimrabad.org

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Marathwada Institute of Management & Research is located at Deolai Parisar, Satara in Aurangabad, One of the fast developing city in Marathwada and one of the smartest commercial city of Maharashtra state. The city is strategically located, well connected to Pune, Mumbai, Jalgaon and Hyderabad through a network of Air, Railroads, and national Highways, while the city has its own attractions and charms, the tourist's value is mainly as center from where the world-famous Ellora and Ajanta Caves can easily be approached. It is these caves, which has put Aurangabad on the tourist map of the world.

Marathwada Institute of Management & Research (MIMR) Mission is to help India and other development countries improve their managerial practices both in the private and in the the public sectors, and adopt superior public policies, it seeks to do this through producing risk-taking leader-managers who will pioneer new managerial practices and set new standards; through producing teachers and researchers who will generated new ideas of international significance. That is, we have to produce managers who can operate efficiently across the globe, who can excel in a multi cultural, environment, and who can negotiate confidently across cultures. Further, we have to benchmark ourselves on a global scale with the best management education institution and become the institution - of -choice for the best students residing all over country. This is a big challenge indeed, today, intense competition and increasing and use assertiveness force business to drastically cut down their response time. Prove or perish,

Vision

To be the best business School, Research driven, independent management Institution that grooms future leaders for india and the world.

Mission

To create a student- centered learning community that prepares student to become productive and responsible members in business, government and global society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength

The premier Instiuite B -School of Management is eco friendly and peace with natural surrounding with mountains, Historical Background with rich culture and natural resources. We also had industries in different sector in Chikhalthana, Bidkin . Waluj, Paithan and Shendra (DMIC) Projects.

- All transport facility like railways, Roadway and air ways and well connected Cargo facilities available in aurangabad for Industrial sector.
- Aurangabad is an educational Hub for Graduate technical and Non technical post graduate student to Professional Courses.
- Dr Babasaheb Ambedkar Marathwada university achieved NAAC Grade A which shows Excellence in Education.
- Teaching and learning procees where student are teached on PPT and some extra lectures are also taken to strengthen their topic.Effective feed back mechanism which result in giving out the passing ratio of student.
- Concentration is given of Quality admission through Government MH-CET and CMAT.
- All Government scholarship is available to CAP Round students.
- We have all experienced and Qualified Faculty to teach to student.
- Focus is on Entrepreneurship and overall inprovement of student through Soft skill Development program and Interview Technique.
- Regular interaction with industry through placement and other activities for recomandation necessary amendments to curriculum,

Institutional Weakness

- Raw data of student get admitted through CAP round where we have limitation in selecting Quality data.
- Poor percentage of passing of student's ratio in University Curirriculum.
- Absence of well based and accepted academic outcomes of student.
- we had a limitation in implimentation of New practical oriented curriculum to student as we have to follow university curriculum.
- Alumni and placement has to be strengthen.

Institutional Opportunity

Being an affiliated Institute to Dr Bamu Aurangabad, the Institute follows the curriculum designed by university. The Instituite has less flexibility in term of syllabus. The instituite adheres to the the guidelines given by AICTE/DTE and other relevant regulatory bodies.The institute is always tring to improve the quality of curriculum planning and impementation by benchmarking,competency building and offering best of the resources, Feedback from stockholder is an important tool for continuous Improvement.

- Get admitted Qualitative Student Data through CAP.
- Opening of New Industrial Region in the location with (DMIC) Delhi Mumbai industrial Coridor.
- Government having soft corner towards professsional Instiuite.
- Aurangabad is recognised as Educational hub for Professional Courses like MBA.
- Financial Hub and Banking structure with core facilities are know available at Aurangabad.
- Various Clusteres like Automobile, Electronic and Defence are coming to Aurangabad.

Institutional Challenge

- Excellent placement with good Package above Rs 3 lakh.
- Competition with other MBA Institution in Aurangabad.
- Increasing Passing ratio of student in University Curriculum.
- Strengthening the Alumni and Placement Committee.
- Penetration of The Institute at Rural and Urban area.
- Penetration in local Industries with more and more MOU and increasing the activities with them.
- Lack of counselling student have certain assumption of poor in English , Personality Development.
- more focus on practical oriented technique which will help student for Placement.
- Increasing the use of field training and on job training program.
- Excellent support system to faculty members for planing and Implementation of Curriculum.
- Increasing the number of student for startup and entrepreneurship program.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being an affiliated Institute to Dr. BAMU Aurangabad, the Institute follows the curriculum designed by the university. Therefore, the Institute has less flexibility in terms of syllabus. Structured and systematic planning and implementation of the curriculum is the main task of the Institute. The Institute adheres to the guidelines given by AICTE/UGC and other relevant regulatory bodies. The Institute focuses on enhancing the employability of the students by offering best of the faculties, infrastructure and self development activities. The Institute is always trying to improve the quality of curriculum planning and implementation by benchmarking, competency building and offering best of the resources. Feedback from stakeholder is an important tool for continuous improvement.

Unique Features in Curriculum Planning and Implementation

Structured and systematic planning and implementation of curriculum.

Excellent support system to faculty members for planning and implantation of curriculum.

Activity based and participative teaching process.

Unique system for awarding internal marks as a means to holistic development of students.

- ? Consistent efforts for enhancement of employability of students.
- ? Continuous monitoring and review of curriculum implementation.
- ? All time enrichment of curriculum by conducting Institutional activities and offering infrastructural support.
- ? Critical analysis of feedback of stakeholders and timely changes in curriculum planning and implementation.
- ? Regular interaction with industry through placement and other activities for recommending necessary

amendments to curriculum.

Various value added activities regarding human rights, moral and ethical values, better career options, heritage consciousness, environmental consciousness and community orientation.

Teaching-learning and Evaluation

Teaching-Learning and Process

The Institute considers the teaching, learning and process (TLP) as the most cherished academic processes. Sincere efforts are made to make these processes very effective, productive and objective.

The Institute has adopted a Learner Process.

Key features of TL Process

The Institute abides by the regulations of Dr. BAMU and Directorate of Technical Education for the selection of candidates which is through the Common Entrance Test conducted by the state government and through various national level admission tests conducted by various other agencies.

The performance of students in the internal examination conducted by the Institute at the time of admission serves as the basic indicator of the student's knowledge and skills.

At the onset of every semester, the Academic Committee of the college prepares an academic calendar which summarizes the events, examinations and other activities planned in that particular semester.

Teaching is based on course plan made by the faculty and approved by concern faculty and the Director.

High difficulty level assignment is given to advance learners and tutorials are arranged for weak students.

Formative and summative evaluation is carried out. The whole examination process is fully transparent and secure. Student progress is made available to students and parents through mentors.

Mentors advise the students on issues pertaining to his/her psycho Faculty -social development, academic growth, career and personal issues.

Evaluation of faculties through structured feedback is conducted along with stakeholder's feedback on teaching learning process.

Research, Innovations and Extension

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

The institution has created an ecosystem for innovation including incubation centre and other initiatives for creation and transfer of knowledge. The faculty members are empowered to take up research

activities utilizing the existing facilities.

- Creating research culture among faculty members and students.
- Functions of the Committee: Identification and assisting for finance from Management.process. Recommend to undertake minor and major research projects
- Recommend the employees to increase their number of research publications.
- There is increase in the publication rate by the faculty members.projects suited up. professional societies. Entrepreneurship Cell: This cell is headed by Training and Placement Officer and faculty of Management Studies. It helps student community to conduct research work and survey for identifying entrepreneurial opportunities

We invite eminent personalities from small and large industries and organize seminars

Functions: We visit nearby villages and promote entrepreneurial education to the backward and workshops with them.

Research and Development

For developing research experience of the faculty and for enhancement of faculty profile the members are encouraged to register for M.Phil PET Exam of Ph.D and Enrollment of Ph.D. and enroll for FDPs, orientation Programs, participate in conferences and write research papers.

Conferences.

For facilitating the research efforts of the faculty institute provides them tools like, laptop, PC, regular journals and e-journals, Wi-Fi, CDs of important research material etc.

Infrastructure and Learning Resources

- All the faculty members are provided computers with internet facility. Institute has 2 WiFi Points which helps students and staff to connect their laptops, mobile phones, tabs to internet.
- Director room, office, MBA faculty rooms, all computer laboratories have internet facility.
- All the stakeholders have access to college website www.mimrabad.org.
- All the computers in office, faculty, labs, and library are connected to each other by local area network.

Allmost all the Students benefited by the guidance for competitive examinations and career counseling offered by the institution yearly during the last five years.

Entrepreneurship motivation at Institute level for personality development and making the students more suited to the industrial and societal expectations.

Regular monitoring of student's progress in various aspects as academics, co curricular and extracurricular activities, sports, attendance, overall involvement and behavior.

Inclusive feedback system from all the stakeholders for consistent improvement in curriculum planning and

implementation.

Transparency in admission process, counseling through GFMs, calendar of academic events, course plan, unique internal assessment scheme and emphasis towards slow and fast learners and learning activities.

With its emphasis on an ever evolving academic system, the Institute is alive to the requirements of the students coming from interiors of Marathwada, one of the neglected regions with respect to social and economic development.

Student Support and Progression

Institute invites eminent industrialists, Managing Directors, VP HR, Marketing etc. Consultants, CEOs, Regional Marketing Managers, Executives etc. for Guest Lectures, resource persons and key note speakers at conferences.

- Faculty members visit various industries in and around Aurangabad for surveying their requirements of manpower.
- The TPO regularly interacts with HR managers of various organizations along with a team of students.
- For the students of MBA it is compulsory to undergo SUMMER TRAINING for 60days.
- The college provides these engagements to the students through its contacts and network.
- Students' industrial visits are arranged by the college.
- College takes assignments of small surveys which are delegated to the students.

Institute has alumni association with Chairman, Vice Chairman, Secretary, accountant and Members.

- Institution network and collaborate with the passed out students have been started.
 - Alumni meetings are conducted in the Institute.
 - Informal contact of faculty with past faculty members
 - All past students and faculty members are part of the wats app of MIMR college.
 - Email has already been send for participation and feed back.
 - Planning to registered alumni during 2018-19.

Governance, Leadership and Management

A **paperless office** (or paper-free **office**) is a work environment in which the use of paper is eliminated or greatly reduced. This is done by converting documents and other papers into digital form; a process reduces the paper wastage. and MIMR college reduced the paper wastage by the activity of paper free office.

Green landscaping with trees and plant

Up to 50 trees arw planted in campus. Front of building is decorated with flowes and ornamental trees.

Clearly stated vision and mission statement indicates the quality orientation of the institute. Involvement of top

management in designing action plans, continuous review of performance and making changes where improvement is needed indicated the quality policy of the institute. The action plan for quality assurance include following activities

- Reviewing status of students university results.
- Taking feedback from students.
- Reviewing performance of teachers through university result.
- Taking review of admission status for each course and its in-depth analysis.
- The Director, concern faculty take a continuous review of teaching learning process.
- Once in a month Director engages every class and takes oral feedback from students on teaching and related activities.
- The concern faculty submits weekly and monthly attendance reports to the director.
- All faculty members mentor the students regarding their problems and difficulties.

Outcome:

- Faculty members get feedback on their performance and hence can improve the quality of teaching.
- Individual attention is given to the students and their needs are satisfied whenever possible.

Institutional Values and Best Practices

Best Practices

Entrepreneurship motivation at Institute level for personality development and making the students more suited to the industrial and societal expectations.

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Transparency in admission process, counseling through GFMs, calendar of academic events, course plan, unique internal assessment scheme and emphasis towards slow and fast learners and learning activities.

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The LECT'S trust has created ample infrastructure to bring the educational complex to world class standards.

Providing maximum encouragement and assistance to students for excellent performance in academic as well as in co-curricular and extra-curricular activities.

Definite organizational structure and perspective planning for effective human resource development.

Decentralization of responsibilities by forming various committees for smooth and effective administration.

Effective audit mechanism by internal and external auditors.

Good governance, responsible administration with accountability, responsive staff, least bureaucracy and commitment to welfare and growth of all stakeholders.

MAAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Marathwada Institute of Management and Research
Address	Gut No- 166. Deolai Satara Link Raod, Opp. MHADA Colony, Satara Parisar, Beed by pass Road, Aurangabad.
City	Aurangabad
State	Maharashtra
Pin	431010
Website	www.mimrabad.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	Mangesh B Wanegaonkar	0240-2070055	8657965879	0240-2552240	directormimr@gmail.com
IQAC Coordinator	Sanjay Ramdas Kulkarni	0240-	9273043889	0240-	srkulkarni1008@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	16-07-2008			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Maharashtra	Dr. Babasaheb Ambedkar Marathwada University		View Document	
Details of UGC recognition				
Under Section			Date	
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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	Gut No- 166. Deolai Satara Link Raod, Opp. MHADA Colony, Satara Parisar, Beed by pass Road, Aurangabad.	Rural	1	1115.65

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA,Mba	24	Any Graduate	English	60	9
PG	MBA,Mba	24	Any Graduate	English	60	2
PG	MBA,Mba	24	Any Graduate	English	60	2

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				2			
Recruited	0	0	0	0	0	0	0	0	2	0	0	2
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				4			
Recruited	0	0	0	0	0	0	0	0	2	2	0	4
Yet to Recruit	0				0				0			

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

Qualification Details of the Teaching Staff

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

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	1	0	1
PG	0	0	0	0	0	0	3	1	0	4

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
		0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	31	0	0	0	31
	Female	11	1	0	0	12
	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	8	5	6	4	
	Female	1	0	2	0	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
OBC	Male	2	2	1	1	
	Female	0	0	0	0	
	Others	0	0	0	0	
General	Male	30	38	32	12	
	Female	11	3	1	1	
	Others	0	0	0	0	
Others	Male	3	0	1	2	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		55	48	43	20	

3. Extended Profile

3.1 Programme

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

Response : 01

Number of self-financed Programmes offered by college

Response : 01

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

Response : 00

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
18	43	48	55	55

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
12	09	11	18	18

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

2016-17	2015-16	2014-15	2013-14	2012-13
33	10	27	21	20

Total number of outgoing / final year students

Response : 111

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
08	09	07	08	08

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

2016-17	2015-16	2014-15	2013-14	2012-13
08	08	07	08	08

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
08	08	08	08	08

Total experience of full-time teachers**Response : 33****Number of teachers recognized as guides during the last five years****Response : 05****Number of full time teachers worked in the institution during the last 5 years****Response : 25****3.4 Institution****Total number of classrooms and seminar halls****Response : 03****Total Expenditure excluding salary year wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
22.59	28.31	21.29	22.41	16.86

Number of computers

Response : 40

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

Response : .60

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

Response : .18

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:

Being an affiliated Institute to Dr.BAMU Aurangabad, the Institute follows the curriculum designed by the university. Therefore, the Institute has less flexibility in terms of syllabus. Structured and systematic planning and implementation of the curriculum is the main task of the Institute. The Institute adheres to the guidelines given by AICTE/UGC and other relevant regulatory bodies. The Institute focuses on enhancing the employability of the students by offering best of the faculties, infrastructure and self development activities. The Institute is always trying to improve the quality of curriculum planning and implementation by benchmarking, competency building and offering best of the resources. Feedback from stakeholder is an important tool for continuous improvement.

Unique Features in Curriculum Planning and Implementation

- Structured and systematic planning and implementation of curriculum.
- Excellent support system of faculty members for planning and implementation of curriculum.
- Activity based and participative teaching process.
- Unique system for awarding internal marks as a means to holistic development of students.
- Consistent efforts for enhancement of employability of students.
- Continuous monitoring and review of curriculum implementation.
- All time enrichment of curriculum by conducting Institutional activities and offering infrastructural support.
- Critical analysis of feedback of stakeholders and timely changes in curriculum planning and implementation.
- Regular interaction with industry through placement and other activities for recommending necessary amendment to curriculum.

Various value added activities regarding human rights, moral and ethical values, better career options, heritage consciousness, environmental consciousness and community orientation.

Best Practices

Value addition in the university curriculum by incorporating small capsules like business communication, general awareness, aptitude, etiquette, tutorials, Entrepreneurship thoughts, certifications and guest lectures at Institute level for personality development and making the student more suited to the industrial and societal expectations.

Regular monitoring of student's progress in various aspects as academics, co curricular and extracurricular activities, sports, attendance, overall involvement and behavior in each semester in a well designed

Student's Progress Card.

Inclusive feedback system from all the stakeholders for consistent improvement in curriculum planning and implementation.

Student centric approach in curriculum planning and implementation.

Challenges

No flexibility in content designing as university curriculum is followed. Time constraint for imparting additional skills. Therefore time management is a challenge. we arrange some extra lectures at weekends as demand by the students.

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
0	0	0	0	0

File Description

Document

Details of the certificate/Diploma programs

[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: 0

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
0	0	0	0	0

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

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years</p> <p>Response: 0</p>
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1.2.1.1 How many new courses are introduced within the last five years	
File Description	Document
Details of the new courses introduced	View Document

<p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 100</p>

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.	
Response: 03	
File Description	Document
Name of the programs in which CBCS is implemented	View Document

<p>1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>Response: 0</p>

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year wise during the last five years				
2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	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:

Curriculum Enrichment Institute has experienced teachers. Guest lectures are arranged on various topics of the curriculum and beyond curriculum so that students get development and not only the curriculum. Students are given projects, group surveys etc. to implement practically those things which are given in curriculum. Students are taking rigorous training in industry on the topic decided by them and their teacher guide and the report is submitted to the university. Industrial visits are arranged to give experience of practical side of the concepts in theory. The teachers are preparing lesson plans of every point of curriculum given by the university. The lesson plan includes case studies, seminars, tutorials, assignments, management games, and practical examples etc. which enrich the curriculum so that students get updated with daily changes. Case studies are based on the practical problems taken from the latest books. Assignments are given to students based on the curriculum for the practice. The debates, conference, group discussions are conducted on the current issues of market. Wi-Fi internet facility is available in the campus so that the students get direct access to information world any time in the campus. Computer labs are made available to students with lease line internet connection so that students daily update with the dynamic market. The institute has signed MOUs with different organisations in and around Aurangabad to know the needs of the dynamic employment market. Institute has placement cell with fulltime placement coordinator who is continuously in touch with the HR Manager and other departmental heads of the different organisations. The Institute has guest lecture committee to arrange the lectures of Industrialists to update the teachers and the students about the needs of the industries. Gender equality in the institute gives them equal rights and opportunities. The Institute promotes gender equality and elimination of unlawful discrimination and harassment by arranging different gender equality program. The Institute clearly mentions that ragging is totally banned and any one found guilty of ragging and/or abetting ragging is liable to be punished. Regulations are given to each candidate in printed form at the time of admission. We celebrate **8th March as International Women's Day**. Rules of anti-ragging law are displayed on notice board in building. Every year the Institute constitutes a committee known as internal compliance committee nominated and headed by the head of the Institution, and consisting of representative of students belonging to the fresher as well as senior students, non-teaching staff and has a diverse mix of membership in term of level as well as gender. We also celebrate tree plantation, water harvesting program is council to the near by campus and rural area to propagate ideas like "Save Water, Pani Adva Pani Jirva". Professional ethics encompass the personal and corporate standards of behaviors expanded by professionals. This includes capability of making judgments applying the learned skill and reaching informed decision through syllabus curriculum.

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

Response: 0

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

years

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 100

1.3.3.1 Number of students undertaking field projects or internships

Response: 43

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

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: 1.19

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
0	1	0	1	1

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 73

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
18	43	48	55	55

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
60	60	60	60	60

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 100

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
12	09	11	18	18

File Description**Document**

Institutional data in prescribed format

[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 institution faculty first Teach the core subjects according to teaching plan and the take a class test and through it comes to know the understanding of student level. Then the mentor's are decided and mentor's take the charge of student and special counselling program are taken up after group discussion .
- PPT of special numeric problems are made for those who find it difficult to understand in successive curriculum.
- Special Questions are prepared to understand student MCQS are given with answer Keys.
- 30 Questions are prepared and given to Student's for preparation of Subject for university Exam.
- To understand day to day Management, the students are taken to local industries where they learn different skills and process adopted by Management.
- After completion of half portion, the exam is conducted and in a semester we take two such exam of 80 Marks so that student's get acquainted with university exam.
- Faculty prepare a result after each Exam and then through proper feed back system the students are guided and if require extra class or lecture is taken and efficiency of the student is Increased.
- Some CD and visual lectures are also taken to enhance their visuality.
- If student is failed, then concerned faculty take a note of it and then counselling is done to that student through proper feedback system.
- Students are encouraged with their assignments and task to understand the subject and clear the curriculum on time.
- Guest lectures are arranged on various topics of the curriculum and beyond curriculum so that students get development and not only the curriculum. Students are given projects, group surveys etc. to implement practically those things which are given in curriculum.
- The Institute plans to conduct Foundation Program in the first year so as to enable the students to cope up with the MBA program.

At the onset of every semester, the Academic Committee of the college prepares an academic calendar which summarizes the events, examinations and other activities planned in that particular semester.

Teaching is based on course plan made by the faculty and approved by concern faculty and director.

2.2.2 Student - Full time teacher ratio

Response: 6.14

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	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:

Teaching-Learning and Process

The Institute considers the teaching, learning and process (TLP) as the most cherished academic processes. Sincere efforts are made to these processes very effective, productive and objective.

The institute has adopted a learner process. The learning processes are many different learning types and approaches to learning. To learn effectively it is important to tailor your study habits to your own needs and approach, this often means choosing techniques that work for you and evaluating them from time to time to determine if you need to try something new.

Key Features of TL Process

The institute abides by the regulations of DR.BAMU and Director of Technical Education for the selection of candidates which is through conducted by various common entrance Tests conducted by

various other agencies.

Our course is widely publicised through advertisement about admissions in various local and national newws papers as well as on Institute website.

The performance of students in the internal examination conducted by the Institute at the time of admission serves as the basic indicator of the student's knowledge and skills.

The Institute plans to conduct Foundation Program in the first year so as to enable the students to cope up with the MBA program.

At the onset of every semester,the Academic Committee of the college prepares an academic calender which summarizes the events,examinations and other activities planned in that perticular semester.

Teaching is based on course plan made by the faculty and approved by concern faculty and director.

High difficulty level assignment is given to advance learners and tutorials are arranged for weak students.

Teaching -learning strategies include interactive learning(group discussions,presentations,role plays,case studies,and puzzles) indendent learnig (ividual presentations,writing articles,book review and business plan) and collaborative learning(assignments/projects given to group of students)

Formative and summative evaluation is carried out.The whole examination process is fully transparent and secure.Student progress is fully transparent and secure.Student progress is made available to parents through mentors.

The institute facilitates extensive use of information and communication technology(ICT) in teaching and learning.

Mentor advise the students on issues pertaining to his/her psycho faculty-social development,academic growth,career and personal issues.Efforts are made to recruit and retain qualified and competant faculty members.Faculties are encouraged to organise Faculty Development Programme,Workshops and coferences which broadens their knowledge horozonn and encourages them to adopt innovative teaching methods.

Evaluation of faculties through structured feedback is conducted along with stakeholder's feedback on teaching learning process.

Best Practices

a) ICT integrated TLP Process

The institute ensures implementation of TLP process that is student centric and supportive.

Transparency in admission process,counselling through Mentors,calendar of academic events,course plan,unique internal assessment scheme and emphasis towards slow and fast learning activities.

Challenges

Institute does not have any control over quality of students getting admitted in the MBA program.

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

Response: 57.14

2.3.2.1 Number of teachers using ICT

Response: 4

File Description	Document
List of teachers (using ICT for teaching)	View Document

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

Response: 5.38

2.3.3.1 Number of mentors

Response: 8

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Innovation and creativity

At the beginning of the academic year teaching plans are prepared. Particular case studies, clips, PPTs and CDs are used. Guest lecturers of industrial experts are conducted. Industrial visits, mini projects, surveys, research data collection these activities are conducted which help the students for practical experience. Group discussions, debates, competitions are conducted. Add on courses are organized to developing special skills of students.

Research surveys, industrial visits are organized. Skill development programmes, interview techniques, resume writing, personality development programmes are arranged. Daily lecture/subject wise student's attendance is recorded. Names of the less attendance students are displayed on the notice board, communicated to the parents.

Mentors always provide right guidance to the students in this regard and motivate them.

Various programmes like competitions, paper presentations, debates, seminars and group discussions are arranged. Students are motivated towards data collection on different issues, analysis, mini projects, seminar, conference, publication work etc. Students are always given various case studies, research and data collection tasks and motivate them towards adopting new knowledge and skill of solving business problems.

CDs, PPTs, Clips, Videos and pictures are used during lectures. All mentors encourage and motivate students to use online resources and help building online research skills and other important information. The faculty members ask students to use technology and tools to complete assignments that ask for problem solving and creativity on a regular basis. Modern ICT facilities are available in the institute and used by the faculty during lectures, research work and knowledge up gradation. Computers, printers with internet facility in all departments and Wi-Fi connectivity are also made available. Language lab, E-journals are also available for students.

2.4 Teacher Profile and Quality

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

Response: 97.5

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

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

Response: 2.5

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
0	1	0	0	0

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

2.4.3 Teaching experience of full time teachers in number of years

Response: 4.71

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Average 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
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0

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
0	0	0	0	0

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:

We do follow the assessment procedure as per the norms of the Dr. BAMU University. We conduct two mid exams of 80 marks each and take the average of both the exams. External examination for the remaining 80 is conducted by the Dr. BAMU University.

In addition to the mid examinations we do conduct assignments & class tests as a part of continuous internal evaluation. The assignments and class tests differ for both the quick learners and slow learners.

Exceptionally sometimes we conduct the mid exams for the absentees in case if one is a meritorious student or participating in National and state level sports or if someone is very sick basing on medical grounds so that their percentage is not hampered.

Comprehensive individual assignments are practiced and students need to present the assignment before submission. Seminars, technical paper presentation and mini-projects are introduced in the curriculum to make the environment activity based. To refine the critical thinking among students, various group discussions, debates, seminars, workshops etc., are organized in which students explore new ideas and thus enhances their performance levels. Till today no special approach is followed for measurement of impact of the above Improved student understanding in domain knowledge and over all development practices. However the effect is seen as follows of students.

- Reduced backlogs and detention.
- Improved results and pass percentage.
- Improved placements.
- Improved quality of projects.

Strategies adopted for student improvement: Remedial classes are organized to clarify doubts, re-explaining of critical topics for improving performance. Poor performance due to frequent absenteeism is dealt by sending SMS to the parents of such students. Appropriate counseling with additional teaching, eventually helps students to attend classes regularly. All the staff members maintain good relation with students and deal with their problems in a gentle manner.

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

Response:

Internal assessment in college is so transparent that every student has an idea about the standard internal evaluation process of the theory & practical subjects. The institute follows the regulations of Dr. BAMU University. Marks for the experiments performed will be displayed on the notice boards.

Slow learners are permitted to improvise their marks by redoing the questions if they have scored low. Faculties are fully empowered to suggest the re-assessment of the total marks by the approval of concern faculty. All such modifications will be displayed on the notice boards for student reference. The college prepares an Academic Calendar in line with university calendar prior to the commencement of the academic year in consultation with the all faculties.

Then the College organizes orientation programs to the students to make them acquainted with the

rules and regulations of the affiliating university, examinations, evaluation process, extra-curricular activities etc., similarly every concern faculty organizes a semester orientation program with parents in the first week after starting a new semester.

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

Response:

Examination related grievances are handled by the student mentor to make it time bound & transparent. Mid exam answer scripts are distributed to the students as regard to total checking and for clarifications if any. The marks awarded for the mid exams which constitute the internal assessment component are displayed on the notice board. Concern faculty displays the evaluation report by cross checking the statement of marks as submitted by him.

- 1) Student approaches his mentor for the clarifications related to internal marks, midterm's marks & other if any.
- 2) Student issue related to the above will be perceived by the mentor in a time bound of 6 days.
- 3) Student mentor cross checks the same issue with the Director.
- 4) Issues will be identified & sorted. Recommendations will be forwarded to Director.
- 5) A clear report of the issue will be given to the examination section through Director.
- 6) The entire process is monitored by the Director forwarded to the Dr. BAMU University.

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

Response:

The committee consisting of Director and faculty prepares the academic calendar well in advance before the commencement of the semester. The calendar outlines the semester class work schedule, internal examination schedule and external examination schedule. The Director and concern faculty finalizes the course allocation for the faculty members based on their choice and area of interest or expertise. The faculty members are prepares the teaching plan before the commencement of semester, indicating the topics to be covered lecture wise including the evaluation process for each subject and it is duly reviewed by the Director. It is then, made available to the students.

Timetable in-charge prepares the timetable as per the guidelines of respective statutory bodies for the number of credit hours for each subject prior to the commencement of the semester. Time-table is uploaded on the system and displayed on the notice boards.

The performance of the students is assessed on a continuous basis by conducting two mid exams as

per the Dr. BAMU University norms per semester where the average is taken of both. In addition to the tests, assignments, mini-projects and quiz are also the part of Continuous Internal Evaluation. The evaluated answer books are returned to the students and an opportunity is given to the students to discuss the evaluation with the teacher. The teacher rectifies any error on the spot, if any. Finally the Internal Assessment is carried out for 20 marks.

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 assessment tools and processes used for measuring the attainment of each of the Program Outcomes (PO) and Program Specific Outcomes (PSO) are as mentioned below:

Method of assessment of POs / PSOs The program outcomes and Program Specific outcomes are assessed with the help of course outcomes of the relevant courses through direct and indirect methods.

Direct methods are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on University Examination, internal exams and home assignment. Throughout the semester the faculty records the performance of each student on each course outcome.

Average attainment in direct method = University Examination (80%) + Internal assessment (20%)

Indirect assessment strategies are implemented by embedding them in Student Exit Survey, Employer Survey and Alumni Survey.

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

Response:

Method of assessment of POs / PSOs The program outcomes and Program Specific outcomes are assessed with the help of course outcomes of the relevant courses through direct and indirect methods. Direct methods are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on University Examination, internal exams and home assignment.

The level of attainment of goal for the specified program is describe in given table. After end semester

university examination

In the survey, specific questions are prepared by keeping in the view to support the assessment of level of attainment of POs. After receiving the response, the answer to the specific question are assessed and mapped with the corresponding POs to find out level of attainment .The mentors then take decision of failed student and related outcomes then counselling is done to them and evaluation is done.

After that different programs are made for specific out comes and faculty after due concern with Director and management implement it further.

2.6.3 Average pass percentage of Students

Response: 61.26

2.6.3.1 Total number of final year students who passed the university examination

Response: 68

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

Response: 111

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:

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

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
0	0	0	0	0

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

Response: 00

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0

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

Response: 00

File Description	Document
List of research projects and funding details	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:

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

The institution has created an ecosystem for innovation including incubation centre and other initiatives for creation and transfer of knowledge. The faculty members are empowered to take up research activities utilizing the existing faculties.

- Creating reserach culture among faculty members and student.
- Function of the committee: Identificatin and assisting for finance from Management.
- process recommend to undertake minor and major research projects
- Recommend the employees to increase their number of research publications.
- There is increase in the publication rate by the faculty members.
- project suited up. professional societies. Entrepreneurship Cell: This is headed by Training and Placement Officer and faculty of Management Studies. It helps student community to conduct research work and survey for identifying entrepreneurial opportunities. We invite eminent personalities from small and large industries and organize seminars
- Functions: We visit nearby villages and promote enterpreneurial education to the backward and workshops with them.

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
0	0	0	0	0

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

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

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

Response: Yes

File Description	Document
List of Awardees and Award details	View Document

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

Response: 0.2

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 1

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

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

Response: 0.38

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
10	2	1	1	1

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

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

Response: 0.03

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
0	1	0	0	0

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

3.4 Extension Activities

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

Response:

Extension activities

Extention activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development durring the last five years.

To impart and sensitize students to social issues and holistic development and to move social responsibility from theoretical foundation to practical, we have a committee named Social service committee (SSC), which consists of Directors as coordinators, 3 faculty members and 5 students representative .This committee acts as a unique and this organizes career guidance programmes in the village to create awareness among.

- We are organizing different activities in different villages nearby Aurangabad City.
- It organizes a seminar on Anti-ragging every year.
- Strong mentoring process through which many social activities are observed: school going students for choosing their career oriented cources after finishing the school Developing leadership qualities among the students and unemployed youth through education. It organizes awareness programmes on road saftey by distributing pamphlets of wearing health awareness camp, blood donation camps and literacy programs. Create awareness on Anemia by printing and distributing pamphlets among the public. The above activities make the studens awareness of the social responsibility, social environment etc.which in turn transforms them in to resposible citizens with moral values.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years**Response:** 0

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
0	0	0	0	0

File Description**Document**

Number of awards for extension activities in last 5 years

[View Document](#)**3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years****Response:** 1

3.4.3.1 Number of extension and outreach programs conducted in collaboration with industry,community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc.,year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description**Document**

Number of extension and outreach programs conducted with industry,community etc for the last five years

[View Document](#)**3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years****Response:** 3.93

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
2	2	1	0	1

File Description	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: 12

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
4	1	1	5	1

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

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

Response: 49

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	11	6	14	6

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document

NAAC

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:

CURRICULAR / CO CURRICULAR ACTIVITY:-

SR NO	PARTICULARS	NO. OF ROOMS	CLEAR EACH ROOM	CAR
1	Class Rooms	02	66.05+73.49=1	
2	Technology enabled learning space	01	11.89	
3	Tutorial Rooms	01	36.18	
4	Computer Centre	01	153.41	
5	Library and Reading	01	101.71	
6	Seminar Hall	01	136.06	
7	Faculty Rooms	01	35.96	
8	Ladies Room	01	77.86	
9	Strong Room	01	35.32	
10	Training and Placement office	01	30.05	
11	NAAC, IQAC Room	01	35.97	

12	Administrative Office	01	162.86
13	Director Room	01	30.05

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

Response:

Curricular and cocurricular activities - classroom technology enable learning spaces seminar halls tutorial spaces computer lab equipment for teaching learning and research etc.

Extra curricular activities sports outdoor and indoor games auditorium public speaking communication skills developments yoga for health and Hygiene etc.

Each year we undertake the yoga activity for fresh student and for that a yoga trainer is invited to college and training is given to student and faculty and a proper feed back is taken of student by the mentors.

A blood checking camp is taken each year so that the student get acquainted with their blood group and awaerness program are given by the Doctor.

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

Response: 66.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 2

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

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

Response: 0

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
0	0	0	0	0

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

Library has an advisory committee known as library committee. Following is the

Composition of the Library advisory committee:

Sr no	Name	Designation	Status
1	Dr. Mangesh Wanegaonkar	Director	Chairman
2	Mrs Seema V Kulkarni	Librarian	Member
3	Mr.Sanjay R.Kulkarni	Faculty Member	Member
4	Mr. Mukund Chavan	Student	Member
5	Miss. Alisha Waikar	Student	Member

Two meetings are arranged in a year. The library Committee approves.

* All the proposed rules and major decisions regarding the functioning of the library.

*Matters relating to the development and implementation of the library strategic plan.

* Proposed changes to the library use policy and procedures.

* Recommend solutions to library problems relating to faculty and student needs and usage.

* The committee keeps an effective control as well as facilitates a smooth and optimal utilization of the Library.

* The committee recommends the procurement of new books / journals / periodicals / e-journals and CDs on the requisition by the faculty / students.

· For the last four years recommendations given by the committee are

- i. Upgrade the library software (offline to online) for Library Automation.
- ii. Barcode System is implemented for circulation of library books.
- iii. Computers are upgraded in the library as E-Library.
- iv. Printer, Additional Required PC for Circulation work, provided.
- v. Online Database of Pass out students Project Report is made available.
- vi. Online Services provided to users
- vii. Book-Rack, Periodical Display Rack, Book-Cupboard Required Furniture is provided to the Library
- ix. Allowed to barrow two books per student on library card and four books in a book bank set.

Statement Showing the Verification/Audit

Sr.No	Verification year	once	aMissing or misplaced book	Suggestions of Director	Action Taken	Outcome
1	2012-13		132	1)To send the reminder latter to student & staff for return the due books		Every year the rem collects t charge.
2	2013-14		328	2)To search the missing / misplace books in the library		
3	2014-15		196			
4	2015-16		168			
5	2016-17		189			

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

Response:

Latest Catalogues, brochures, pamphlets, from various publishers are distributed to the faculty members to enable them to make choices and requisitions. The library requisition form with a proper format is given to staff for recommending the books. Accumulating these requisitions and based on the recommendations of the Library committee, the order for the purchase of Books/ Journals and other materials is placed with a suitable vendor before the commencement of every semester.

The new arrivals of books and journals are kept for display for creating awareness among the users.

Manuscripts-i) Manuscripts of teachers subject notes available.

ii) Manuscripts of teachers publication available

Details of books and journals are purchased

Library	2012-13	2013-14	2014-15	2015-16	2016-17
Holdings					
Text Books and Reference Books	1,52,741	1,804	24,843	0	1,620
Journals /Periodical	0	4,767	35,291	17,685	0
E-Resources					
Total	152741	6571	60134	17685	1620

1/5

Average=47750.20

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above**Response:** B. Any 3 of the above

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

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)**Response:** 0.48

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
0.016	0.178	0.60	0.065	1.527

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	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:** 30

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

Response: 15

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

Response:

IT Infrastructur

Number of computers with Configuration (provide actual number with exact configuration of each available system)

We are having LAN and WI-FI facility to student and faculty.

* We are having licensed software of Microsoft Windows XP, Professional Version 2002, Service Pack-2, and Registered to 125.

Sr.no	Description	Remarks
1	Number of computers	56 (nodes)
2	Configuration	Intel(R)Pentium(R)Dual CPU,E2160@1-80 GHz,1.79 RAM

4.3.2 Student - Computer ratio

Response: 1.08

File Description	Document
Student - Computer ratio	View Document

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

<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: >=50 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:** 100

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
22.59	28.31	21.29	22.41	16.86

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	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:

There is a Maintenance Cell which looks after overall developmental and maintenance work.

- The Cell has a team of skilled and semiskilled personnel working. This team looks after the daily maintenance of civil works such as furniture repairs, plaster works, painting carpentry, plumbing and house-keeping work.
- There is a separate team electric works, which looks after overall electrical work within the campus.
- Repairing as per the requirements for Water purifier, generator and library OPAC software of campus. Replacement of Bulbs, tube lights, wiring, switches, door knobs, taps, and furniture is done immediately.
- The director looks after the maintenance of routine nature.

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: 100

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
18	43	48	55	55

File Description

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

Document

[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: 100

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
18	43	48	55	55

File Description

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

Document

[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

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: 100

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
18	43	48	55	55

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: 0

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
0	0	0	0	0

File Description	Document
Details of the students benefitted 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
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: 67.07

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
5	8	16	17	20

File Description	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: 0

5.2.2.1 Number of outgoing students progressing to higher education

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

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT, GRE/ TOFEL/ Civil Services/State government examinations)

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	2	1	2

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

5.3 Student Participation and Activities

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

Response: 0

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
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

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

Response:

We as a professional institute we have a student council, and grievance cell, placement committee which serve to engage student learning about democracy and leadership.

The student council helps to share student ideas interest and concerns with teachers and director.

They also help in social events community project and helping people in needs.

The representative student acts as coordinator to students and faculty mentors which helps to communicate effectively different social aspect and college functioning.

The various Administrative bodies helps to take decision for management in fees collection and governing the different relevant bodies required to satisfy the AICTE norms and university norms.

A student fees related problem are discussed with mentors and then with director and then it is resolved after discussion with chairman.

To provide a viable means for student expression and an increasing amount of self direction.

Creating a research culture among faculty members and students.

There is increase in the publication rate by the faculty members.

Extension activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development during the last 5 years.

To impart and sensitize students to social issues and holistic development and to move social responsibility from theoretical foundation to practical, we have a committee named Social Committee, which consist of Directors as coordinators, 3 faculty members and 5 student coordinators. This committee acts as a unique and this organizes career guidance programmes in the village to create awareness.

Strong mentoring process through which many social activities are observed. School going students for choosing their career oriented courses after finishing the school developing leadership qualities among the students and unemployed youth through education.

It organizes awareness programmes on road safety by distributing pamphlets of wearing Health awareness camp, blood donation camps and literacy program.

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

Response: 5

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
5	5	5	5	5

File Description

Document

Number of sports and cultural activities / competitions organised per year

[View Document](#)

5.4 Alumni Engagement

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

Response:

Institute has alumni association with Chairman, Vice Chairman, Secretary, accountant and Members.

- Institution network and collaborate with the passed out students have been started.
- Alumni meetings are conducted in the Institute.
- Informal contact of faculty with past faculty members.
- All past students and faculty members are part of the what's app of MIMR College.
- Email has already been send for participation and feedback.
- Planning to registered alumni during 2018-19.

5.4.2 Alumni contribution during the last five years

<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 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
1	1	1	1	1

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Institution is governed by The chairman , Management body and Different Government relevant bodies Like AICTE/DTE/UGC admission is done through DTE rules and regulation by different Government Cet .The fee is prescribed by the Shikshanshulkh samiti and instiuite take no more than that from student.

The Director follows the rules prescribed by the chairman and relevent government Bodies while impleminting day to day functioning of college .Weekly meeting of faculty is taken where attendance is concentrated and relating issues are discussed.

In monthly Meeting different planning of exam and social programes are discussed.

Daily accountng is done and tally is done weekly at the main office ,each year the financial audited statement is prepared By reputed Chartered accountant.

The placement activities are effectively engaged by TPO and proper feedback Mechanasim is prepared and reported to Director and then to Chairman.

The exam result is evaluated and prepared by proper analysing and counseling is done by Mentors to get a desired result.

6.1.2 The institution practices decentralization and participative management

Response:

Decentralization of authority for betterment of quality.

Clearly stated vision and mission statement indicates the quality orientation of the institute. Involvement of top management in designing action plans, continuous review of performance and making changes where improvement is needed indicated the quality policy of the institute. The action plan for quality assurance include following activities

- Reviewing status of students university results.
- Taking feedback from students.
- Reviewing performance of teachers through university result.

- Taking review of admission status for each course and its in-depth analysis.

Specific working pattern of Top Management:

- The chairman secretary and body members and director takes the main decision.
- Decisions pertaining to each topic are taken in the respective meetings through member's consensus.
- There are monthly Board meetings through which management takes overview of various administrative functions, policy matters, academic functions etc.
- Top Management encourages the Director and the faculty to visit and study the practices renowned Academic and Non Academic organizations.

Role of Director

- Director is a member of board therefore actively involved in policy making and planning.
- Being the link between management, faculty and students Director coordinates with all the three.
- Director implements the quality policies through the teaching and non-teaching staff.
- Director constitutes various committees and designations at college level and assigns it to the appropriate persons of the organization. (e.g. Appointing Class Co-ordinators, Event Co-ordinators, Student Co-ordinators, etc.

Role of faculties:

The concern faculty will be reporting to the director.

The concern faculty will be working closely with the other faculty of each year.

1. To allocate workload for the course in the semester to the teachers according to competency matrix.
2. To prepare time table for each class/faculty.
3. To get the semester teaching plan lecture-wise for each theory and practical course done by each faculty teaching the program.
4. To monitor the progress according to the teaching plan periodically.
5. To prepare academic calendar for the student including co- and extracurricular activities.
6. To work out the teaching workload and propose staff requirements.
7. To promote research oriented activities and faculty development initiatives, seminar and conference participation and publication.
8. To establish a strong rapport with industry/business for live case studies/projects.
9. To keep the director well informed about the activities of the concern faculty.
10. To monitor the daily attendance and lectures of all classes.

6.2 Strategy Development and Deployment

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

Response:

The institute quality policy is stated through its Vision, Mission, Culture and Values. It is developed by taking inputs from important stakeholders. It is driven and deployed through:-

- Innovative teaching methods like use of group learning exercises, arranging quiz and discussions, mini projects etc.
- Use of teaching aids such as PPT, Films, Videos etc.
- Organizing guests lectures of experts from various fields.
- PERSPECTIVE DEVELOPMENT of the institute has following activities to be done in the perspective plan.
- Bringing in advanced technology and infrastructure.
- Improving linkages with industry.
- Arranging skill development training programs for the students as per the needs of the various sectors of the economy.
- Perspective Plan
- Year 2016-2017:
 - Applying for NAAC accreditation.
 - Maximizing industry interaction
 - Providing soft skill training to the students through external training agencies.
 - Achieving 100% placement targets.
- Year 2017-2018:
 - Initiating MoUs with industries.
 - Starting faculty exchange program with other institutes.
 - Set-up a job training center.
 - Start a certificate program of job training center.
- Submitting Self Study Report: NAAC - 1st Cycle of MIMR College
- Year 2018-2019:
 - planning to Industrial tour of management students outside the country .
 - Starting various short term courses to suit the market requirement.
 - Upgrading syllabus as per the new developments in the respective fields.
 - Developing and designing management training programs.
 - Designing curriculum for the above.

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:

The Institution is governed by The chairman , Management body and Different Government relevant bodies Like AICTE/DTE/UGC admission is done through DTE rules and regulation by different Government Cet .The fee is prescribed by the Shikshanshulkh simiti and instiuite take no more than that from student.

The Director follows the rules prescribed by the chairman and relevent government Bodies while implementing day to day functioning of college .Weekly meeting of faculty is taken where attendance is concentrated and relating issues are discussed.

In monthly Meeting different planning of exam and social programes are discussed.

Daily acconting is done and tally is done weekly at the main office ,each year the financial audited statement is prepared by reputed Chartered accountant.

The placement activities are effectively engaged by TPO and proper feedback Mechanasim is prepared and reported to Director and then to Chairman.

The exam result is evaluated and prepared by proper analysing and counseling is done by Mentors to get a desire result.

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
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:

Teaching and Learning

For quality improvement in teaching learning following strategy is adopted

- The director conducts the SWOC analysis of the academic activity in the institute.
- The weaknesses are identified and corrective measures are taken.
- For example,
 - In the beginning of semester a test is conducted for identifying slow and advanced learners.
 - Extra coaching and practice is given to slow learners.
 - More challenging assignments are given to advanced learners
 - Preparing lesson plan by every teacher for their respective subjects.
 - Modification in resource material as per the changes in syllabus.
 - Use of ICT for improvement in teaching and learning.
 - For promoting the use of library by the students, teachers give them library based assignments

Research and Development

For developing research experience of the faculty and for enhancement of faculty profile the members are encouraged to register for M.Phil PET Exam of Ph.D and Enrollment of Ph.D. and enroll for FDPs, orientation Programs, participate in conferences and write research papers.

Conferences.

For facilitating the research efforts of the faculty institute provides them tools like, laptop, PC, regular journals and e-journals, wifi, CDs of important research material etc.

Human resource management

In academic sector Human Resource is the prime resource. Quality Teaching is not possible in absence of quality staff therefore the three vital functions of HRM i.e. Recruitment, Selection and Training and Development are done as per the AICTE and University norms but while selecting the right candidate Management takes efforts of Prospecting and inviting the most suitable candidate for key positions in the Teaching and Administration.

The subsequent training and development of the selected candidates is also taken care.

More importantly the culture of the organization is such that employees help each other for learning the new jobs and skill acquisition.

Industry interaction

- Institute invites eminent industrialists, Managing Directors, VP HR, Marketing etc. Consultants, CEOs, Regional Marketing Managers, Executives etc. for Guest Lectures, resource persons and key note speakers at conferences.

- Faculty members visit various industries in and around Aurangabad for surveying their requirements of manpower.
- The TPO regularly interacts with HR managers of various organizations along with a team of students.
- For the students of MBA it is compulsory to undergo SUMMER TRAINING for 60days.
- The college provides these engagements to the students through its contacts and network.
- Students' industrial visits are arranged by the college.
- College takes assignments of small surveys which are delegated to the students.

6.3 Faculty Empowerment Strategies

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

Response:

The institute deputs the faculty to conference course.

- The institute deputs the faculty to attend conferences, workshops and seminars etc.
- The institute organizes in-house , guest lectures, and skill development programs for enhancement of professional skills.
- Faculty is encouraged to take various university assignments such as CAP director, VIVA expert, Member of flying squad, Member of selection committee, external supervisor, Paper setter, Examiner, Resource Person for various programs etc.
- The institute provides all possible technical support, library support and information support for professional development of the faculty
- For developing the teaching skills of faculty the institute insist on preparation of lesson plan, use of PPT's, use of case studies, online tests, etc.
- The institute motivates the librarian and non-teaching staff to attend relevant training programs.
- Senior faculty members encourage and motivate the newly recruited members.
- The institute has the atmosphere of free discussions, personal growth, and sharing.

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: 0

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
0	0	0	0	0

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

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

Response: 3

6.3.3.1 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
3	3	3	3	3

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

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

Response: 0

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
0	0	0	0	0

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

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

Response:

The performance appraisal system consist of self-appraisal and appraisal by the Head/Director

1. Performance appraisal system of the faculty:

· Annual Self-assessment of the performance is based on the format given by UGC wide notification of 30th June 2010 approved by Government of Maharashtra on 15th February 2011. The same is available on the University website.

2. Performance appraisal system of the non-teaching staff:

· Annual assessment of the performance of Non-teaching staff is done as per the guidelines by Government of Maharashtra.

For review of performance appraisal:The faculty members submit PBAS forms.

The outcome:While completing PBAS each faculty member knows his/her score and therefore plans activities to improve the score.

Major decision taken:The faculty with low score is personally counseled by the Director.

Communication with stakeholders:PBAS score of faculty is communicated to other stakeholders upon request/if necessary.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

- The main source of revenue for the institute is through students fees.
- There is a system of investing the money in F.D. s with Nationalize Bank.
- Provision is made for salary, allowances, overheads and contingencies through this F.D.s.
- A rigorous exercise of budget preparation is undertaken in the month of April for the coming Academic year. The requirements are obtained from MBA.
- Purchase of Computers, UPS, Library books, or any other costly equipment is made by the management through negotiations with the vendors. For all purchases quotations are invited from at least three vendors.
- There is a special budget meeting called by the management. Director has to justify their demands. Management sanctions all the reasonable demands.
- After the admissions are over the institute also prepares a revised budget.
- For various events, competitions, conferences funds are generated through college own funds.
- At the end of the financial year a scrutinized and verified balance sheet is prepared.
- A routine internal audit of daily transaction is done by accounts officer in the institute.

- The external audit is done by a reputed Chartered Accountant firm appointed by the management.
- Last external audit was conducted in the financial year 2016-2017.

Mechanism for monitoring the expenditure:

- The Institute maintains separate bank accounts for different categories of payments.

Sr.No	Bank Name	Purpose
1	Mahanagar Bank	Only Collection and deposits of receivables.
2	Mahanagar Bank	Salary and third party payments.
3	Indian overseas Bank	All Government receipts and payments
4	Indian overseas Bank	P.F., I.T., AICTE
5	Indian overseas Bank	Professional Tax and F.D.s

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III)**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
0	0	0	0	0

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

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

The Director has authority to sanction expenditures up-to Rs. 10000/-

- Any cheque over and above that, require sanction from the top management and signature of Secretary or Chairman along with the Director.
- All expenses have to be within the budgeted amount.
- For every payment supporting documents such as bills, vouchers, sanction letters, P.O., Quotations etc. are required to be attached.
- There is no payment without sanction.
- All payments above Rs.10,000/- are made through cheques.
- The college is self-financed, non-aided, private institution.
- The fees are determined by Shikshan Shulk Samiti of Government of Maharashtra.
- The only source of funding is through fees collected from the students.
- The land and entire building is provided by the LECT trust.
- The collective decision is taken by the Trustees if there is a deficit in any year.
- The Trust may raise a loan from the bank.
- Audited income and expenditure statement of last four years is provided in the annexure.

6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance System (IQAS) & Internal Quality Assurance Cell (IQAC)

The institute gives at-most importance to the quality in each and every process. For maintaining quality of academic processes following actions are taken

- Preparation of academic plan and calendar.
- Execution of the academic plan through close monitoring by concern faculty and Director.
- Efficient internal assessment system.
- Continuous upgradation of teaching material, library resources and ICT.
- Mentoring of the students.

For maintaining quality in administrative systems following things are done

- Computerization of all administrative process.
- Enlisting of the entire administrative task, Delegation of responsibilities after grouping the tasks, in following manner

I. All finance and accounts operations are delegated to separate staff.

II. All matters related to establishment (H.R. related work) are handled by separate person.

III. University examinations and correspondence with external agencies

IV. MBA related work - admission process, attendance records, internal records, results, notices etc.

V. Library related work.

VI. AICTE report and DTE compliances.

VII. Lab assistant for lab maintenance, Wireman for electrical maintenance, Sweeper for Cleanliness and Sanitation.

The IQAC has been recently formed in the institute. Two meeting have been held. There were ¾ suggestions given by the members of IQAC. They are-

- Strengthening the Alumni relationship with the institute.
- Another suggestion given was assigning industry mentors to the students from the first semester itself. The purpose is to acquaint the student with the job market before he actually enters into it.
- All the three suggestions were accepted by the college and from next academic year they will be implemented
- IQAC includes 1 senior faculty members apart from the Director.
- The interaction that takes place in the meeting helps the faculty members in their quality initiatives.
- The Director, Concern faculty take a continuous review of teaching learning process.
- Once in a month Director engages every class and takes oral feedback from students on teaching and related activities.
- The concern teachers submits monthly attendance reports to the director.
- All faculty members mentor the students regarding their problems and difficulties.

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:

The Director, concern faculty take a continuous review of teaching learning process.

- Once in a month Director engages every class and takes oral feedback from students on teaching and related activities.
- The concern faculty submits weekly and monthly attendance reports to the director.
- All faculty members mentor the students regarding their problems and difficulties.

Outcome:

- Faculty members get feedback on their performance and hence can improve the quality of teaching.
- Individual attention is given to the students and their needs are satisfied whenever possible.

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

Response: 1

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
1	1	1	1	1

File Description**Document**

Number of quality initiatives by IQAC per year for promoting quality culture

[View Document](#)**6.5.4 Quality assurance initiatives of the institution include:**

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

A. Any 4 of the above**B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response: 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:****2012-13**

- 1.Improvement in the process of Admission
- 2.Preparation of academic calendar and implementing

2013-14

- 1.Improvement in the process of Admission
- 2.Preparation of academic calendar and implementing
- 3.Started cultural activity
- 4.Started games and extracurricular activity.

2014-15

- 1.Improvement in the process of Admission
- 2.Preparation of academic calendar and implementing
- 3.Started cultural activity
- 4.Started games and extracurricular activity.
- 5.Included the traditional days and Jay antis

2015-16

- 1.Improvement in the process of Admission
- 2.Preparation of academic calendar and implementing
- 3.Started cultural activity
- 4.Started games and extracurricular activity.
- 5.Included the traditional days and Jayantis
- 6.Entrepreneurship Development

2016-17

- 1.Improvement in the process of Admission
- 2.Preparation of academic calendar and implementing
- 3.Started cultural activity
- 4.Started games and extracurricular activity.
- 5.Included the traditional days and Jayanti.
- 6.Entrepreneurship Development
7. Workshop of Entrepreneurship Development

2017-18

- 1.Improvement in the process of Admission
- 2.Preparation of academic calendar and implementing
- 3.Started cultural activity
- 4.Started games and extracurricular activity.
- 5.Included the traditional days and Jayantis
- 6.Entrepreneurship Development
7. Workshop of Entrepreneurship Development
8. Various interview facing technique

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: 18

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
6	3	3	4	2

File Description

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:

Gender safety and security:-

1. Web camera is install in college premises for safety and security.
2. Separate boys and girls common rooms are available for counseling.
3. Separate toilet available to boys and girls.
4. Different committees like Vishakha, anti ragging, different mentor's to solve the grievances of students.

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 5.157

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 7.76

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

Response: 0.4

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 5.157

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

7.1.5 Waste Management steps including:

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

Response:

Solid Waste Management Steps:-

The process of collecting and treating solid wastes. It also offers solutions for recycling that do not belong to garbage or trash. As long as people have been living in settlements and residential areas, garbage or solid waste has been an issue. Waste management is all about how solid waste can be changed and used as a valuable resource. MIMR College gives awareness of solid waste management through street act.

Liquid Waste Management:-

Rapid development of the State has resulted into a sharp increase in water demand and the most accessible water resources, such as rivers and shallow aquifers are now almost entirely committed. Alternative water resources are therefore imperative to meet with the ever increasing demand. With the increase of water usage, the volume of sewage also increases and safe disposal of sewage has become a cause of concern. The appropriate reuse of treated sewage is the obvious and eminent solution. It is the most preferred approach as many parts in the State are not having suitable surface water sources. If waste water reuse is exercised properly, the benefits that can be reaped are great and will far outweigh any associated costs. To achieve this concept, eco-friendly, viable and integrated system of waste management is required.

E-waste management:

E-waste is generated in the Institute in the form of C.P.Us. , Hard Disk Drives, Monitors damaged C.Ds, Keyboards, Cables, Cartridges, etc. This e-waste is collected together and handed over to an external e-waste recycling agency.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The institute maintains and encourages eco-friendly campus by tree plantation, elimination of all types of wastes such as biodegradables, e-waste and reuse of wastewater. More than 50 trees well grown in MIMR campus are enriching biodiversity and created shelters/habitat for wide variety of birds. The Institute has success story of ground water recharging by watershed management and rainwater harvesting.

Our programs are intended to align with the Institutional objectives listed above so that:

a) Environmental Awareness Campaigns:

Organization and celebration of Environmental Awareness programmes is a regular fixture at the campus. Every year the Institute arranges the following programs.

i) Vasundhara (Earth) Day:

World Earth day is celebrated every year all across the world. To achieve the goal of creating awareness regarding tree plantation, water conservation, every year various competitions, different programs are organized which includes Poster presentation, Rangoli drawing, tree plantations, speeches etc. on the theme of earth day. Pledge about commitment towards earth is taken by every participant. This will help in carbon neutrality also.

ii) Ozone Day:

16th September is being celebrated as the international Ozone day, as per the declaration of United Nations General Assembly for preservation of the ozone layer. The Institute organizes various activities in line with the objectives of ozone day, which includes speeches by guest lecturers, pledge by all to become a responsible citizen.

iii) **Earth Hour Day:**

For creating awareness and uniting people to protect the planet 'Earth hour' day is organized by the institute every year. It is celebrated on every 29th March between 8:30-9:30 PM. The Institute follows one hour shutdown of light strictly in entire campus. The Institute motivates its students too to celebrate the earth hour day as a noble cause.

b) Rain Water Harvesting

Institute campus has large built up area to conserve and harvest the rainwater. Step by step Rainwater harvesting is being done in the campus.

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:

Green Practices:-

A) Bicycles:- near by college campus, students comes by bicycle. We are having public transport like city bus and private autorikshaws till shivajinagar from their we have to come by personal rikshaw. We have good pedestrian friendly roads. **Plastic Free**

Campus:-

Plastic Free campus is a program that aims to measurably reduce plastic pollution on MIMR college campus around Aurangabad region, with a special focus on the reduction and ultimately the elimination of plastic bottles, plastic straws and utensils, and plastic food packaging. Participating college has identified plastic pollution as a key concern on their campuses, and is taking action to confront the problem. This means different things for different college, from hosting a plastic-free sporting event, to ending bottled water sales across the campus. Our college or student group with the intention of fighting plastic pollution is eligible to join.

Paperless office:-

A **paperless office** (or paper-free **office**) is a work environment in which the use of paper is eliminated or greatly reduced. This is done by converting documents and other papers into digital form; a process reduces the paper wastage. and MIMR college reduced the paper wastage by the activity of paper free office.

Green landscaping with trees and plant

Up to 50 trees are planted in campus. Front of building is decorated with flowers and ornamental trees.

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

Response: 6.95

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

2016-17	2015-16	2014-15	2013-14	2012-13
0.07	2.15	1.88	1.73	1.74

File Description**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

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
0	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	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: 0

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
0	0	0	0	0

File Description	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: Yes

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

Response: Yes

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

Response: Yes

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

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

Response: Yes

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

Response: Yes

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: 25

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

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

Response:

as per the University / DTE/ AICTE and other relevant government agency the institute organizes national festivals and birth / death anniversaries of the great Indian personalities. We as a management institute celebrate the national festival like Diwali, Holi, Dusshera, Xmas, Buddha Purnima, Pateti, Gurunank jayanti, Eid.

The birth/ Death anniversary of Mahatma Gandhi, Chatrapati Shivaji, Dr. Babasaheb Ambedkar, Mahatma

Phule, Savitribai Phule, Rajmata Jijau, Swami vivekanand, Dr. APJ Abdul Kalam, and Bhagatsingh are organized.

we also celebrate the time of Dr.Babasaheb Ambedkar student day and also at Dr. APJ Abdul Kalam reading day of the constitution.

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

Response:

The institution collect fees according to shikshan shulk samiti and displayed on AICTE Portal.

We fill up all the Government Portal regarding admission, fees details, and placement.

Effective audit mechanism by internal and external auditors. Day today account report to main office and cash is deposited daily.

Monthly reconciliation statement is prepared.

If any advance expenditure is required to the institution faculty first make budget planning then after concern with director prior sanction is taken from chairman.

7.2 Best Practices

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

Response:

Best Practices

Entrepreneurship motivation at Institute level for personality development and making the students more suited to the industrial and societal expectations.

Regular monitoring of student's progress in various aspects as academics, co curricular and extracurricular activities, sports, attendance, overall involvement and behavior.

Inclusive feedback system from all the stakeholders for consistent improvement in curriculum planning and implementation.

Transparency in admission process, counseling through GFMs, calendar of academic events, course plan, unique internal assessment scheme and emphasis towards slow and fast learners and learning activities.

With its emphasis on an ever evolving academic system, the Institute is alive to the requirements of the students coming from interiors of Marathwada, one of the neglected regions with respect to social and

economic development.

The LECT'S trust has created ample infrastructure to bring the educational complex to world class standards.

Providing maximum encouragement and assistance to students for excellent performance in academic as well as in co-curricular and extra-curricular activities.

Definite organizational structure and perspective planning for effective human resource development.

Decentralization of responsibilities by forming various committees for smooth and effective administration.

Effective audit mechanism by internal and external auditors.

Good governance, responsible administration with accountability, responsive staff, least bureaucracy and commitment to welfare and growth of all stakeholders.

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:

Institutional Distinctiveness

To be the best Business School, research-driven independent management institution that grooms future leaders for India and the world.

It is found that from 2012 almost minimum two student achieve distinction in university curriculum and each year minimum five students get placement in service and industrial sector.

Value addition in the university curriculum by incorporating small capsules like business communication, general awareness, aptitude, etiquette, tutorials, Entrepreneurship thoughts, certifications and guest lectures at Institute level for personality development and making the students more suited to the industrial and societal expectations.

5. CONCLUSION

Additional Information :

Higher education is the fast growing service industry exposed to the 'liberalization, privatization and globalization' processes in the recent times. In order to attract students and to cater to their and needs aspirations higher education providers have been actively involved in the process of understanding students' expectations and their perceptions about quality in the system. They are expected to adopt techniques of measuring quality of the inputs and process of education just like any other business sector. Measuring quality of the services is, therefore, an important task to provide feedback on the dimensions of quality that needs to be taken care of, in the future.

The NAAC has identified following seven criteria to serve as the basis for its assessment procedures of quality excellence in higher educations institutions: '(i) Curricular Aspects, (ii) Teaching-Learning and Evaluation, (iii) Research, Consultancy and Extension, (iv) Infrastructure and Learning Resources, (v) Student Support and Progression, (vi) Governance and Leadership, and (vii) Innovative Practices'. All these different criteria with a number of quantifiable indicators have been allotted differential weightages accreditation an institution with appropriate grade point average. The need of quality assurance in higher education is on increase to cater to the ever increasing employment related demands of market, within the country and at international level.

Concluding Remarks :

The results of the study – as arrived at with the help of content analysis of documents and reports along with views and perceptions of teachers and students 'on quality concerns in higher education.

The content analysis of NAAC reports of universities and colleges was done to find out the observations of review members. These were further classified into (i) strengths, (ii) weaknesses, (iii) opportunities, (iv) challenges and quality enhancement as reported hereunder.

Alumni association has to be made more active and participative in institution development along with it.

1. The study habits of students pursuing higher education should be developed and use of library should be ensured for the same.
2. The evaluation of learning outcomes of students be a regular feature through which comprehensive and higher order thinking is promoted among the future generation of nation.
3. The institution–community networking with the help of community related activities such as awareness rallies, celebrations of important national days etc. should be enhanced. In a democratic society, education at all levels must be inclusive, to take care of students from diverse socio-economic backgrounds.