



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**SAU. LEENA KISHOR MAMIDWAR INSTITUTE OF
MANAGEMENT STUDIES AND RESEARCH , KOSARA,
CHANDRAPUR**

NEAR PADOLI BRIDGE, KOSARA ROAD, CHANDRAPUR
442406

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sau. Leena Kishor Mamidwar Institute of Management Studies & Research is an innovative Institute committed to developing Programs designed to equip you with the knowledge and skills needed to succeed in the national and international workplace. Sau. Leena Kishor Mamidwar Institute of Management Studies & Research (LKMIMSR) established in 1988 since 31 years' institution has carved name & reputation for itself. Sau. Leena Kishor Mamidwar the Institute of Management Studies & Research is recognized by ALL INDIA COUNCIL OF TECHNICAL EDUCATION (A.I.C.T.E.) NEW DELHI and approved by Govt. of Maharashtra and also affiliated to Gondwana University, Gadchiroli.

Over the years Institute has made rapid strides in the field of Management Education and Training. Our mission to train our students to take up challenges in rapidly growing and dynamic business environment. Our unparalleled strength lies in our Professional integrity, built in quality assurance, efficiency, and hard work. Sau. Leena Kishor Mamidwar Institute of Management Studies & Research understands that the success of the institute depends on quality process and quality output.

Vision

To be recognized as a Business School for Rural Development through Entrepreneurial Education and Research.

Mission

M1: To Provide a Conducive platform that encourages outcome based experiential Learning.

M2: To Provide Environment that Encourages Academia and Corporate Connects.

M3: To Contribute in the economic & social development of backward region

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Financial Support to needy students from last five academic years.
- Well Qualified and Supportive Faculty and Staff.
- Remarkable representation of Principal and Faculty on various university bodies.
- The State-of-the-art infrastructure facilities including classrooms, well equipped laboratories, tutorial rooms, central library.
- Natural green and attractive Campus with peace of mind for higher study.

Institutional Weakness

- Diversity in admitted students in the form of academic and financial background.
- Need of more alumni support and active participation.
- Faculty Research Publication, Funded Projects, Consultancy Work etc.
- Less number of students progressing to higher education.
- Less number of faculty and students from other states.

Institutional Opportunity

- Getting NAAC accreditation with good grade.
- Establish stronger relationships with R&D organizations for Fetching the Research Funds, Funded Projects and Consultancy Work.
- Developing Incubation center under Entrepreneurship Development Cell.
- Alumni networking to enhance the academic and placement activities by making alumni association functional and registered.
- Placement of students in multi-national companies.

Institutional Challenge

- Rigidity of academic structure and Curriculum being a affiliated institute.
- Tie-ups with National and International Educational Institutes.
- Funded research projects with collaboration of government and private organizations.
- Developing a dedicated R&D center for interdisciplinary research.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute being affiliated to Gondwana University, Gadchiroli adopts to syllabi prescribed by University. However, the institute develops innovative and creative methods by using ICT tools for the effective delivery of curriculum. The identified gaps in curriculum are bridged by value added programs and life skills programs. The faculty members are also encouraged to attend and participate in orientation programs/ activities organized by University. MBA and BBA programs has Choice Based Credit System (CBCS) implemented from Academic Year 2016-17 and 2017-18 respectively with elective subject.

The institute also addresses and integrates issues relevant to Gender Equity, Environment and Sustainability, Human Values and Professional Ethics in addition to curriculum prescribed by University. The students are encouraged to undergo summer internship programs in their tenure of study. The institute has structured feedback mechanism from all stakeholders including Students, Alumni, Parents, Employer and Teachers for effective delivery of curriculum.

Teaching-learning and Evaluation

The admission process of the institution is in accordance of DTE and Maharashtra state government. The institute admits students from various reserved categories as per the reservation policies of competent authority. The institute caters to the learning needs of students of different backgrounds and abilities. Special efforts are taken to identify slow and advanced learners by initial assessment on the basis of their qualifying examination marks and initiatives are taken to satisfy their learning needs.

The institution has proficient, devoted and experienced faculty members from diverse backgrounds. The institution utilizes student-centric methods and experimental learning approaches by planning and implementing quality policies under IQAC cell. The teachers adopt ICT tools, e-resources to enrich the learning experiences of the students.

The institution ensures student performance through outcome based Education by calculating attainment levels of outcomes by direct and indirect assessment techniques. The institute has adopted Continuous Internal Evaluation (CIE) prescribed by university to achieve academic excellence. The mechanism of internal assessment is transparent and robust covering all the learning domains. Examination related grievance are addressed at institute as well as university level by well defined in a time-bound and efficient manner. The institution adheres to the academic calendar and teaching plan for effective delivery of curriculum.

Research, Innovations and Extension

The institute is putting the sincere efforts to promote research culture amongst the faculty and students by motivating and encouraging them to publish their work in reputed journals and conferences. To upgrade the knowledge of faculty and students institute organizes various seminars and guest lectures. The institute is planning to start an Incubation Center and Entrepreneurship Development cell to promote research culture and entrepreneurship amongst the students. Extension Activities Cell is established in the Institute to provide the platform for the extension activities. Activities such as Tree plantation, Blood donation, etc. are organized and received awards/appreciation from renowned agencies in surrounding.

The institute organizes seminar/guest lecturers to promote industry institute interaction and MoUs are signed with the industries/ corporate houses/ firms to develop industrial allied activities.

Infrastructure and Learning Resources

The institution have infrastructure with well-equipped computer laboratory, classrooms, library, seminar hall.

Every classroom and seminar hall is enabled with ICT tools. Institute has added two smart interactive boards in classrooms for effective teaching and learning processes.

The institution motivates students to participate in various extra-curricular activities to increase the mental alertness and physical fitness. A large playground with area for outdoor sports, separate facility for indoor sports is available for the students.

Institution has central library automated with software. Library has Downloaded e-books and NPTEL videos which are available to the students via open access.

For effective internet access institute provides 50 Mbps internet speed and dedicated computer laboratory.

The maintenance procedure is defined to take care of maintenance of infrastructure including laboratories, classrooms, and student support facilities

Student Support and Progression

The Institute continuously facilitates excellent mechanism for support & Progression of Students. The students are benefitted by scholarship and free-ship scheme provided by Government as well as institute to needy students .

The institute provides capability enhancement and development program such as guidance for competitive examination, soft skill development, personal counseling, yoga/meditation and remedial coaching for students. Student grievances are addressed through committees such as Grievance Redressal, Anti-Ragging & Women Internal complaint or Anti sexual harassment.

Training & placement cell arranges various training programs and placement drives on-campus as well as off-campus to provide placement opportunities for final year students.

The student actively participates in sports/cultural activities organized at inter-college and intra-college competitions. The institute is having registered alumni association to maintains strong and healthy interaction with alumni.

Governance, Leadership and Management

The decision and policies of management are implemented through Principal and coordinators of various committees. The faculty members and students has representation on decision making committees. The strategic plan is prepared and its effective implementation is done for attainment of Vision and Mission of the institute.

E-governance system is used for planning and development, administration, finance, student admission and examination.

Administration takes care of key attributes such as budgetary provisions, financial support, and Infrastructure development for smooth functioning of institute as well as faculty and non-teaching staff empowerment.

The institute has performance appraisal system to judge the performance of teaching and non-teaching staff members.

Principal implement necessary action plan to improve the quality of teaching-learning process of institute under the recommendations of IQAC cell. IQAC Cell is functional and regular meetings, audits and NAAC supporting work has been carried out under the guidance of IQAC.

Institutional Values and Best Practices

- Value Added Training imparted by the institute
- Financial Assistance to the underprivileged students by the college
- Institute follows green practices such as tree plantation, plastic free campus, paperless work, bus transport to achieve an environmental consciousness and sustainability.
- The Institute Recognises Outstanding Womens in the society & Facilitate them with "MATRUGAURAV PURUSKAR" in association with Loksewa and Vikas Sanstha, Chandrapur.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAU. LEENA KISHOR MAMIDWAR INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH , KOSARA, CHANDRAPUR
Address	Near Padoli Bridge, Kosara Road, Chandrapur
City	CHANDRAPUR
State	Maharashtra
Pin	442406
Website	www.lkmimsr.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jayesh N Chakravorty	07172-256904	9890014670	07172-257536	jayesh200@hotmail.com
IQAC / CIQA coordinator	Niyaj S Sheikh	07172-255020	8007514786	07172-8669115103	niyajsheikh@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-1988

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

State	University name	Document
Maharashtra	Gondwana University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	29-04-2019	12	

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Near Padoli Bridge, Kosara Road, Chandrapur	Rural	1.1	2721

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BBA,Under Graduate	36	Any XII	English	220	129
PG	MBA,Post Graduate	24	Any Graduate	English	180	180
PG Diploma recognised by statutory authority including university	PG Diploma,Post Graduate Diploma	12	Any Graduate	English	60	13
PG Diploma recognised by statutory authority including university	PGDBM,Post Graduate Diploma	12	Any Graduate	English	60	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				7			
Recruited	1	0	0	1	0	0	0	0	4	3	0	7
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				4				8			
Recruited	0	0	0	0	3	1	0	4	4	4	0	8
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	9	6	0	15
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				0
Recruited	0	0	0	0
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.	1	0	0	3	1	0	2	0	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	6	0	9

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

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		Total
	6		2		8

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

Self Study Report of SAU. LEENA KISHOR MAMIDWAR INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH , KOSARA, CHANDRAPUR

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	8	0	0	0	8
	Female	4	1	0	0	5
	Others	0	0	0	0	0
UG	Male	154	4	0	0	158
	Female	101	0	0	0	101
	Others	0	0	0	0	0
PG	Male	121	0	0	0	121
	Female	161	0	0	0	161
	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	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		0	0	0	0

3. Extended Profile

3.1 Program

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

Response: 138

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	4	4	4

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
630	664	628	685	602

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
109	131	98	121	154

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
224	211	224	254	229

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	16	16	16	10

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
18	24	24	24	24

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 12

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

2018-19	2017-18	2016-17	2015-16	2014-15
54.75	74.00	84.95	67.38	89.43

Number of computers

Response: 120

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:

- Sau. Leena Kishor Mamidwar Institute of Management Studies & Research, Kosara, Chandrapur is affiliated to the Gondwana University, Gadchiroli and hence follows the curriculum prescribed by the Gondwana University, Gadchiroli.
- Before commencement of each academic year, university gives the pathway regarding date of commencement of each semester, end of semester, tentative schedule of examination in the form of university academic calendar. The academic calendar of the institute, based on the university guidelines is then prepared and given to all the concerned.
- A faculty meeting is then conducted by the Principal to discuss the Academic Calendar, teaching load distribution, time table.
- The Time table co-coordinator follows the given Academic Calendar and load distribution, prepares the timetable for the class and various courses of the program.
- Accordingly the students are informed about the semester Academic Calendar through notice boards and institute website. Final year projects are also decided and allotted as per interest area of students.
- Every faculty prepares the course plan and course file to deliver lectures as per the course syllabus.
- Students attendance for individual subject is being monitored by faculty and at the end of every month; Principal takes the reviews of attendance, syllabus coverage and planned activities of month.
- Method of continuous internal evaluation/ assessment of the student with respect to assignments, tutorial, mini project and final year project etc. is adopted by the institute as per guidelines of university.
- University in its syllabus has prescribed the industrial visits for the students and hence the institute conducts the industry visits accordingly.
- University theory examinations are conducted as per university norms and after the declaration of university results, result analysis is made and documented.
- The system of feedback from the all stakeholders is also undertaken by the Institute, which is further conveyed to higher authorities for corrective measures.
- Institute mentor-mentee scheme is in place for counseling of the student and its helps to resolve their academic and personal queries if any.

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Response: 108.11

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	5	5	5

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

1.2 Academic Flexibility

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

Response: 84.52

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

Response: 71

File Description	Document
Details of the new courses introduced	View Document

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

Response: 50

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

Response: 2

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
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:

Institute integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the curriculum

Sr. No.	Institute	Activity
1	Gender	<ul style="list-style-type: none"> ◦ In the academic curriculum the topic Need for gender equity is included in MBA Semester –II and BBA Semester-IV in subject Environment and Business Environment Management respectively. ◦ Institute believed on Gender equality and equal prospect for women is necessary. ◦ In Institute provide equal opportunity to girl's student and female

		<p>program n involves female staff equally contributed</p> <ul style="list-style-type: none"> ◦ For maintaining the equality among the students and staff the Redressal Committee cell and Anti ragging cell are active. ◦ The institute always invites women expert from different field to encourage the girl students’.
2	Environment and Sustainability	<ul style="list-style-type: none"> ◦ Environment study is the part of the curriculum, in BBA-VI s awareness about the environment university adds the field wo Environment Study. ◦ Every year institute arranges plantation program association v ◦ Institute had nominated for Swachha Bharat Awards. ◦ Institute has organized Swachha Bharat Abhiyan in campus ar
3	Human Values	<ul style="list-style-type: none"> ◦ Institute has discipline committee to create the awareness am follow human values such as honesty, discipline, sincerity etc ◦ The Institution has Anti-ragging committee to ragging free en
4	Professional Ethics	<ul style="list-style-type: none"> ◦ Professional Ethics is part of curriculum; it is added in syllabu Semester in Subject Business Ethics & Corporate Governanc ◦ To being good professional institute organized workshop on “ Skill” to Analzed the management skill and apply in job to ac ◦ To utilized the knowledge in actually industry and business in workshop on IIM CALCUTTA by Kartik Mehta and Dr. S. K

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

Response: 5

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

Response: 5

File Description

Document

Details of the value-added courses imparting transferable and life skills

[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 36.03

1.3.3.1 Number of students undertaking field projects or internships

Response: 227

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

1.4 Feedback System

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

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

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: 0.68

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	13	3	1	3

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 63.12

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

2018-19	2017-18	2016-17	2015-16	2014-15
341	371	303	326	300

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

2018-19	2017-18	2016-17	2015-16	2014-15
520	520	520	520	520

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

2018-19	2017-18	2016-17	2015-16	2014-15
109	131	98	121	154

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:

As per Academic Council Decision we will divide the student into Slow Learners and Advanced Learners

From Benchmark	To Benchmark	Learner
50%	69%	Slow Learner
70%	100%	Advanced Learner

1. Mentoring system for Slow Learner

Identification Criteria	Actions taken
All 1st year new admitted students	<ul style="list-style-type: none"> • Conduction orientation program on basis mathematics, Management, Accounts and other Areas.
Students scoring less than 40% of marks in Internal Assessment.	<ul style="list-style-type: none"> • Intimating parents to counsel their wards • Mentor observed Student progress regularly advising students about attending classes getting additional help.
Lateral entry students who entered with less basics course knowledge	<ul style="list-style-type: none"> • Conduction of remedial classes for courses like accounts, Statistics and basic surveying etc.
Students who fail in semester exams	<ul style="list-style-type: none"> • Conduction of extra classes to those who failed in previous semester subjects.
Assisting slow learners	<ul style="list-style-type: none"> • Tutorials are conducted for weak student

- Faculties help them to improve writing skills, presentation skills and communication skills.
- Faculty encourage them to built-up confidence
- Reassessment is carried out through the test and presentation.
- Conduct special session of group discussion for student

1. Mentoring system for Advanced Learners

- After every semester those students go for internship program.
- Advanced learners are also motivated to participate in various competitions to enhance their skill set.
- Encourage student to create model for real life situation.

Encouraging students to Endeavour for the highest academic achievements is an integral part of a teacher's job as the year progresses and teachers see the strengths and weaknesses of each student's academic performance it is crucial to take some time to see which students seem to be in the right academic path and which are placed above their academic ability levels.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 39.38

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:

The teaching learning process revolves around the need, interest and capabilities of students. Our institute focuses on the practicing on the total development of students. Under this Student Centric methods our institute involved not only academic but also involved co curriculum and cultural and social activity to

explore them self with entire competitive requirement of corporate world. The following methods we are implementing

Curriculum Activity: Under this method faculty delivers the basic concept logy of management theories and thoughts in depth.

Case Study: case study is mainly focus to understand the business problem and give to analyze the practical approaches to resolving by the various management issues.

Expert lecture: Institute having a various adjoin faculty from various expert filed to deliver the gust lecture from them to understand the recent trends of industry and identifying the thought from the classrooms.

Presentation: under the guidance of the faculty the group of student to give a presentation of given topic for practical approaches.

Industrial Visit : Institute has a very strong interaction with large number of industries including corporate, Government, Semi Government etc. to give him an ideology working process of industries interaction with the various department how to implement the various expertise file to perform to explore practically them self.

SIP Program: Work in industry as in internship during vacation and also take-up industry sponsored projects. Institute and department take special effort to strengthen industry academic relation.

Management Week: under this methods institute to exploring the soft skill of student to organizing the various sports and cultural activity for the students.

Social Activity : Under this forum student that helps build awareness towards community like arrange the blood donation camp, road safety awareness, Plantation etc.

File Description	Document
Any additional information	View Document

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 16

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: 26.25

2.3.3.1 Number of mentors

Response: 24

2.3.4 Innovation and creativity in teaching-learning

Response:

Our institute is involved the following activity for grooming of Students.

Group Discussion: The faculty has given to the topic for group discussion to express the view on topic through analyze to them and show the weak and strong area of them.

Current topic: Under this methods student highlighting the current news in markets, politics and international news and to express on view behind to them to develop a general knowledge and reading habit within students.

Industry Presentation: Under this method faculty given industry to the group of students and presentation on them to focus the corporate literacy and knowledge about industry and develop a leadership, communication and presentation skill within them.

Activity Participation: Our institute is indentifying the skill of the students and participating to students to various activities organized by university like Aaviskar, paper presentation etc.

Workshop from Expertise faculty: Our institute is organized the two day workshop from renowned corporate trainer like IIM, Mr. Amar Damle etc., In this method student acquire the innovate corporate learning skill to develop high degree of creativity for the future opportunity.

Management Week: under this methods institute to exploring the soft skill of student to organizing the various sports and cultural activity for the 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: 66.11

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

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

Response: 38

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	6	4	4

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 8.81

2.4.3.1 Total experience of full-time teachers

Response: 141

File Description	Document
Any additional information	View Document

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

Response: 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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Response: 3.61

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	0

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

2.5 Evaluation Process and Reforms

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

Response:

The performance of the learners will be evaluated in two Components, one component will be the continuous assessment by the institute (Internal assessment) component carrying 30% marks and the second component will be the Semester Wise End Examination component carrying 70% marks. The allocation of marks for the Internal Assessment and Semester End Examination will be as shown below:

Sr. No.	Internal Assessment
1a	Two periodical class tests/ case study to be conducted in the given semester
1b	An assignment based on curriculum to be assessed by the teacher concerned
1c	Active participation in routine class instructional deliveries
1d	Overall conduct as a responsible learner, mannerism and articulation and marks exhibition

	leadership qualities in organizing related academic activities	
1	Internal assessment Total marks	
2	Semester wise End Examination marks	
Total marks per course		

Continuous Internal Evaluation system for evaluating the academic performance of the students is done by referring guidelines given by Gondwana University, Gadchiroli . Out of the 100 Marks per course, the institute level assessment marks are awarded out of 20 Marks and end semester examination is conducted for 80 Marks by the university.

Internal Assessment (IA) for BBA, DBM & DIRPM – It will be carrying 20% weightage and shall be monitored based on parameters like, assignments, class tests, seminars, project, oral examination etc. and that the break-up of weightage to these parameters are as specified in the syllabus of the given subject

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

Response:

- Marks for internal assessment awarded on the basis of tests, assignment etc. as determined by the teacher in the respective subject and moderated by the Director shall be notified on the college notice board for information of the students and it shall be communicated to the University 5 days before the commencement of the End Semester examinations.
- The college shall preserve the answer sheets and assignments submitted by the students for at least one academic year, while the summary of the internal marks to be preserved as a permanent record.
- An unsuccessful examinee at the any Internal shall be eligible for re-examination on payment of a fresh Examination fee prescribed by the University.

Summer Training:

At the end of second semester, all students will have to undergo summer training of 8-10weeks with an industrial, business or service organization by taking a project study. The condition of successfully completing the programmed shall not be deemed to have been satisfied unless a student under goes summer training under the supervision of the faculty in organizations as approved by the Director/ Principal/ Head / Faculty from time to time. Alternatively, Director/ Principal/ Head / Faculty of the Department/ College/ Institute may allocate the sector/ industry/ company specific project to the individual student. Each student will be required to submit a project report to the Department/ College/ Institute for

the work undertaken during this period within three weeks of commencement of the third semester for the purpose of evaluation in the third semester

Process for Internal Semester Question Paper setting and evaluation and effective process implementation:

In every semester concerned faculties prepare question paper for internal exam as similar to university exam pattern. Before internal examination each paper has two class test taken by the faculty. The internal evaluation is based on the secured marks of internal exam and test, assignment completed, presentation, active participation management program as per university guidelines.

Sr. No.	Internal Assessment
1a	Two periodical class tests/ case study to be conducted in the given semester
1b	An assignment based on curriculum to be assessed by the teacher concerned
1c	Active participation in routine class instructional deliveries
1d	Overall conduct as a responsible learner, mannerism and articulation and marks exhibition of leadership qualities in organizing related academic actives
1	Internal assessment Total marks

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

Response:

At Institute level:

The faculty distributes evaluated answer scripts of class tests and assignments to students and any clarifications or grievances are addressed by the concerned faculty within a period of 3 days. The internal marks are then displayed on notice board. If any discrepancy is brought to the notice, the concerned faculty will resolve it and the necessary corrective action is initiated. If a student is not satisfied with the marks awarded even after resolved by the faculty, student may represent same to the Principal.

At University level:

Students can express grievances by applying for the following evaluation procedure

Exam Form Filling:

It is sometimes observed that while filling the online exam forms of the subjects offered by the students are not correctly reflected on the screen in such cases the university provides 3 Days time to the institute to submit such grievances of the students to the students to the university and get redressed observed anomalies.

Correction in Name on Hall Ticket :

In couple of cases it happens that the Hall Tickets issues to the students do not carry the correct name of student concerned. In such cases the university gives 7 Days time to get the hall ticket corrected through the institute.

Correction in Subject Offered:

A similar process as in case of correction in name on hall ticket is followed in this case also.

Re-valuation & Recounting:

If student are not satisfied with the marks awarded, they can apply for recounting within a week from the declaration of result through the office at the institute. The received grievances are submitted to university by the institute along with prescribed fees recovered from the students. The university declares time frame every year for submission of marks related grievances and declaration of results.

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

Response:

Adherence to academic calendar

In association of University academic calendar, academic calendar of the institute is prepared. In addition to events planned by the university in academic calendar, Institute plans many Co-curricular activities which are useful in overall development of the students to attain leadership skill and coordination. Along with soft skill development, emphasis also given on personality development of the students so that they become employable.

- Institute Academic calendar was prepared by referring University Academic calendar.
- From institute calendar Departmental activity calendar was prepared.
- Institute activity calendar, course file including Time table, teaching plan, Practical Plan, Lesson Plan prepared by each faculty members which is further approved by Head of Institute.
- **Maintenance of Course files:**

For each course, a course file is prepared by the concerned faculty. The course file consists of following items:

1. Program Outcome
2. Course Outcome
3. Plan of delivery / Lesson Plan
4. CO-PO Correlation
5. Assingment List with best & average solved papers
6. Internal Mark List & Analysis
7. Evaluation Schemes

8. Attendance Report

- **Teaching plan:**

Faculties individually prepare their teaching plan according to their subject course. The Objective of the course and Course Outcomes are links with Program outcomes.

- **Lesson plan**

Faculty prepare Lesson plans beginning of the session for every lecture which include in the teaching plan. The learning objective and assessment of outcomes are covered in lesson plan. These lesson plans are scrutinized and confirm after approval of the subject coordinator, this lesson plans are offered to the students.

- **Question Bank:**

Question paper are prepared as per paper pattern given by the university, question set for each topic in the course which fulfill the course objectives and course outcomes. The questions are set with taking help of old question paper. The list of question as per the unit of the course, question is prepared from every unit which cover the entire syllabus.

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:

Mission and Vision are communicated to stakeholders through planned and effective methodology:

- All the students after admission in the institute undergo an orientation program wherein they are sensitized about the vision, mission and objectives of institute.
- Newly recruited faculty members and staff are introduced to the vision and mission of the institute in the induction program.
- Correspondences sent through to students and parents during the time of admission also mention vision and mission statements of the institute.
- The institute's mission and vision statements are also communicated to stakeholders through prospectus and publications.

- The institute’s mission and vision statements are also communicated to other stakeholders, like industry and alumni, through the institute’s website.
 - They are also physically displayed at prominent locations like administrative cabins, department floors, office rooms and notice boards.
 - Apart from this, they are disseminated to all the stakeholders of the program through Awareness workshops for students and faculties periodically.
 - During Teacher Parent Meets.
 - During Industrial interaction.
 - During Campus Placement Activities.
 - During Alumni Association Activities, Alumni Association Meetings.
-
- Our Program Assessment Committee reviews the syllabus as per defined by Board of Studies and the Faculties are asked to list the Course Outcome as per Delivery of Lectures.
 - Course Outcomes are blended with Blooms Taxonomy.
 - Faculty then Maps the Course Outcomes to Program Outcomes and Program Specific Outcomes subjectively to understand the contribution of Syllabus to Graduate Attributes we intend to attain.
 - Then the Faculty Conducts Assessment mapped to Course Outcome to measure the Attainment.

Code	Programme Specific Outcome Statement
PSO 1	Industry Based Project Prepare an industry based project through application of Specialized domain of Account Management Information System, and Marketing & Human Resource Management.
PSO 2	Rural Development through Financial Management Employ sustainable livelihood for rural development through the provision of Financial services of Assistant in an integrated Manner.

Course Outcomes to Blooms Level

- Testing the students’ cognitive level is the prime objective of any assessment system.
- However, it is perhaps necessary to review and introduce steps in the examination paper design to ensure that the student is tested for the different cognitive levels of learning. Blooms Taxonomy named after Benjamin Bloom classifies the different layers of learning processes that a student goes through when the learning objectives are set for them in a teaching program.
- In an educational environment where an array of programs and modules are taught by different teachers with differing learning objectives, the consistency of assessment across all modules also become a major task.
- The system of Bloom Taxonomy was conceptualized and proposed in the year 1956 by Benjamin Bloom, leading a team of educators.
- It was a framework, classifying educational goals and objectives.

Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific

Outcomes (PSOs) and Course Outcomes (COs) have been defined by Institute. PEOs, POs and PSOs are disseminated on college website, at the entrance of the Institute, Corridor, Principal Cabin, Trustee Cabin, Library, Seminar Hall and Course Files of Teachers.

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

Response:

- Our Program Assessment Committee reviews the syllabus as per defined by Board of Studies and the Faculties are asked to list the Course Outcome as per Delivery of Lectures.
- Course Outcomes are blended with Blooms Taxonomy.
- Faculty then Maps the Course Outcomes to Program Outcomes and Program Specific Outcomes subjectively to understand the contribution of Syllabus to Graduate Attributes we intend to attain.
- Then the Faculty Conducts Assessment mapped to Course Outcome to measure the Attainment.

Following steps were taken as per identified in our Program Assessment Committee to evaluate the PO's.

1. Define Course Outcome for all the courses offered in Program.
2. Correlate the Course Outcome to Program Outcome by identifying the Number of Hours Required by faculty to take particular topics under the respective CO.
3. Plan the assessment mapped to Course Outcome to identify the Assessment.
4. Plan Curricular Gaps through Surveys and Gaps identified by Correlation of CO – PO.
5. Set Target for Course Outcomes as per decided by respective subject experts either by reviewing last year's performance or Curriculum.

Planning:-

Various outcomes are defined and a correlation is established between outcomes and tools used. A mapping matrix is prepared in this regard for every CO, PO and PSO in the program including the elective subjects.

Implementation:-

An individual faculty member use different direct tools like Class Tests, University Exam, Assignments, Seminar, Project etc., for the evaluation of Course outcomes(COs). Principal evaluates POs and PSOs by using evaluation of COs and Indirect Tools like Surveys/ feedback from Alumni, Employer, Parents, Teachers and Students etc. PEOs are also evaluated by using Indirect Tools only.

Evaluation:-

Attainment of all outcomes are calculated and compared with expected level of attainment decided by subject teacher for COs and Principal for POs, PSOs and PEOs.

Action Taken:-

If attainment was up to the expectation then appreciation is extended to the concerned faculty member and

in case of deviation from the expected attainment of outcome necessary corrective actions are initiated to improve the outcome as per expectations.

2.6.3 Average pass percentage of Students

Response: 91.96

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

Response: 206

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

Response: 224

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: 3.99

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
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: 12.5

3.1.2.1 Number of teachers recognised as research guides

Response: 2

File Description	Document
Any additional information	View Document

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

Response: 0

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

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

Response: 16

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:

Faculty members are encouraged to:

- Participate in Seminars, Workshops conducted by Premier institutes / industries / R&D
- Organize conferences and seminars, undertake research activities.
- Organize guest lecture's of experts from industries and other premier institutes
- Research Paper Publication in referred journals and conferences.
- Motivating faculty members to pursue Ph.D.

.The Institute provides facility available to students

- The Institute maintains an ecosystem which enables the students to maintain a culture for innovation and research and development in areas of their interests. This platform provides an opportunity for expression of academic talent and promotes interaction among academia, R & D Institutes and Industries
- Availability of Wi-Fi throughout the campus.
- Internet facility of 50 Mbps is available to students and staff.
- Computing facility is available and adequate licensed software is also available.
- The college library is having more than 9000 books.
- Auditorium with a seating capacity of over 260 audience, serves as an excellent hall for seminars, guest lectures, technical paper/project presentations and screening of informative educational movies

Efforts made by the institution for tracking the progression

- Monitoring and continuous evaluation of performance.
- Mentoring: Mentors are allotted to track the mentee.
- Examination system has provision to monitor student progression.
- Counseling sessions are scheduled in regular academic activities and a designated counselor attends to the needy students.
- The institute has registered alumni association with branches in different parts of the country and abroad. Alumni meets are organized every year. Also facility for on-line registration of alumni on institute website is provided. This helps to track the progression of students after passing out from the college.

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

Response: 6

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	2

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
e- copies of the letters of awards	View Document

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

Response: 2.5

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 5

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 2

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

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

Response: 1.22

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	7	7	3	1

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

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

Response: 0.54

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	4	3

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

3.4 Extension Activities

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

Response:

The Institute in its mission for influencing the knowledge base, intellectual abilities and services to promoting other aspects of students' careers. It is mandatory today to shape the future society by inculcating the spirit of social responsibilities among learners to ensure that they become tomorrow's professionals, business managers, teachers, politicians, citizens and parents with appropriate concerns for their social setting. While they need to be able to demonstrate key skills and knowledge to play these roles effectively, they must also demonstrate personal and social responsibility in carrying them out. Institute has a rich heritage of serving communities through its set of activities which go beyond traditional notions of extension in order to become a truly engaged institution. The institution inculcates social sensitization, involvement and responsibility amongst young learners, faculty and the institution as a whole to ensure that all its stakeholders develop a sense of belonging towards the community to deliver on institutional social responsibility

The institute is registered in UNNAT BHARAT ABHIYAN and adopted 5 villages of neighbourhood community also highlight various social issues of adopted villages. The adopted villages are as follows:

- Khutala
- Wadgaon
- Padoli
- Made Amgoan
- Dewada

It helps the student to understand various social issues and leads to holistic development of students.

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

2018-19	2017-18	2016-17	2015-16	2014-15
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 Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 16

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	3	3	3

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: 58.7

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

2018-19	2017-18	2016-17	2015-16	2014-15
350	594	343	345	262

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: 27

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	7	8	0

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 Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	0	2

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The well equipped Green Campus is built up according to the AICTE Norms. The Campus has eco friendly atmosphere because of regular plantation drive undertaken by the Institute which keeps the temperature of the surrounding area down during hot summer season.. The campus is situated on 1.1 acres of land though the Minimum land required for Management Institutes is 0.50 Acres. It is a continuous piece of land consisting of Boys & Girls Hostel. The total built up area of the institute is 2721 Sq. m. And the total Instructional area is 1055 sqm. The campus consists of well equipped Classrooms with all the amenities. The building is a three storied structure.

As per AICTE Norms The structure is divided in following parts :

I Instructional area (Consisting of Classrooms) , Instructional Area Common Facilities (consists of Library, Reading Room and Computer Center) ,

II Administrative area (Consisting of Principal/Director's office, Reception, Office, Faculty Room ,Exam Control Room, Placement Office, Security, Housekeeping, Pantry for Staff, Board room, Central Store, maintenance)

III Amneties Area (Consisting of Cafeteria, Girls Common Room, Boys Common Room, First Aid cum Sick room, Toilets, Stationery Store)

IV Circulation Area (Corridors, other areas)

4.1.1 The Institute has adequate facilities for Co-curricular

CO-CURRICULAR RELATED ACTIVITIES :

Includes activities related to learning facility

1) CLASSROOMS & TUTORIAL ROOMS: Well equipped Classrooms & Tutorial rooms are maintained by the Institute. It has good quality furniture & fixtures along with LCD projectors, green boards and sunlit environment friendly infrastructure, effective sound system.

2) COMPUTER LAB: The institute has three Computer labs. Each lab is equipped with latest configuration PCs. And Wi-Fi enabled. The total number of Computers is 180 and Notice Board for instructions.

3) CONFERENCE HALL: The institute has a Conference Room with sitting capacity of 24 persons.

The Hall is Air cooled and equipped with WI-FI facility , latest projection system and sound system.

4) LIBRARY: The institute has a large library spread over an area of 170 Sq. m.

The library is well furnished, well lit because of large windows and sufficient space for reading area. The library is equipped with WI-FI and computer terminal for browsing the internet for searching online resources. The library has over 9422 books on variety of subjects; it also has many journals and research facilities.

5) COMMON ROOMS: Separate common Rooms are available for Boys & girls

6) AUDITORIUM: The institute has a well equipped air conditioned Auditorium with sitting capacity of 260 The Auditorium has the HI-FI Dolby sound system. It is equipped with LCD Projector, white Board, Screen, one Wi-Fi enabled PC, Podium with Microphone, Three cordless microphones, one collar microphone for presentations, seminars & webinars. Green Rooms are available on either sides of stage & Washrooms are also situated near the stage..

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

Response:

The Institute organizes Cultural activities on regular basis. These activities are organized with a view to develop the overall personality. The students bear the whole responsibility of arranging programmes as per the academic calendar. Preparations for arranging programmes start well in advance by conducting meetings. In the first meeting students are informed about the outline of programme and various committees are form to organize the programme. Each committee is headed by a senior student and one faculty & 8-10 student members.. Each committee is allotted prescribed work and fixed time period is given to complete the work. The Cultural committee In charge co-ordinates the activities of various committees. This system gives students an opportunity to learn all the important aspects of MANAGEMENT, right from planning, organizing to control. In a way students are exposed to practical life situations and they learn to handle the situation.

Institutes also provides well equipped sports facilities for developing skills for sports . a well maintained green ground is available for outdoor sports like cricket, volleyball, tug of war etc . In order to encourage healthy competition among students, matches are organized by the institute from time to time along with regular practice sessions & free coaching.

Apart from outdoor sports facilities Indoor facilities are also available within the campus. This includes Table Tennis, Carom, and Chess etc.

Students have represented the Institute at University inter collegiate level, West Zone & All India Level Competitions.

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

LMS, etc

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 12

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: 9.74

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

2018-19	2017-18	2016-17	2015-16	2014-15
2.26	3.25	12.01	2.96	19.34

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:

Master Software (LIBMAN) :-

This is a integrated, multi user, multilingual software for complete computerization or in house operators of any library. This software is designed as per the norms standards of library science. It has no restrictions on number of document The work of Library Automation is partially completed. Books were issued through BT to all faculties and students. Statures in machine readable form maintained on a dedicated computer that provides uninterrupted interactive access via terminals or work stations in direct, continuous communication with the central computer. Most OPACs are searchable by author, title, subject headings and key words.

OPAC: Online Public Access Catalogue is a catalogue consisting of a collection of bibliographic records of our college library is partially automated

The library works on “ Dewey Decimal Classification scheme” for the compilation of books , Similarly, books are arrange subject wise with location to retrieve the books/information. In consultation with Library Advisory Committee, college Authorities have purchased the library management software named- “ Lib-Man” development by Masters Software (Pvt. Ltd., Nagpur) ; a well –known library software developer company in Maharashtra and middle India.

The Library Provides access to an extensive range of informative resources like books, e- books, Journals, e-journals, Newspaper and wide range of resources to improve the Knowledge. We offer open access to the stack room so that readers can chose the book of their area of interest. The Library provided knowledge based services to all students & readers.

Data Requirement for last five Years : Upload a description of Library with

Year	Name of ILMS Software	Nature of automation (fully or partially)	Version	Year
2018-2019	Master Software(LIBMAN)	fully	1.0	2018
2017-2018	Master Software(LIBMAN)	fully	1.0	2017
2016-2017	Master Software(LIBMAN)	fully	1.0	2016
2015-2016	Master Software(LIBMAN)	fully	1.0	2015
2014-2015	Master Software(LIBMAN)	fully	1.0	2014

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

Response:

Library collection which should be able to meet the needs of teachers students and research scholars, adequacy is the major task of college library. College library should stock the following reading materials, Recommended textbook, Reference books, Periodicals ,news Paper, CDs, cassettes , Materials for cultural, recreational and general reading, Materials needed by faculty member , Materials relevant to the local needs of college community. The library has a collection of other knowledge resources apart from books recommended by the university. The best project reports are also kept for reference. DELNET e-resource and NDL is made available for reference.

Encyclopedia :- Encyclopedia of public relation & Advertizing , Encyclopedia of Commerce & Management, Encyclopedia of Management, Encyclopedia of Economics Development , Encyclopedia Dictionary of Management, Britannica Ready Reference Encyclopedia,

Handbook :- The Oxford Handbook of Public Management, The Oxford Handbook of International Business , Handbook of Entrepreneurship, Handbook Of Agriculture of Management , The Darnell Marketing Management Handbook , Handbook of Entrepreneurship Development, RBI Bulletin Indian Infrastructure report, Applied Management for Universities & Colleges Vol. I, II. , Proceeding of National Conference on Information Technology, India 1992 Year Book vol. 1 to 25

Dictionary :- Webster's New Dictionary & Thesaurus, Illustrated Oxford dictionary,

Dictionary of Economics, Dictionary of Management, Dictionary of Marketing, Oxford Dictionary of Human resource Management, Dictionary of Advertizing, Dictionary of Administration, Dictionary of Human resource Management, Dictionary of Finance, Dictionary of Computer & Internet, Illustrated oxford Dictionary, Oxford Dictionary of Statistics, Oxford Dictionary of Business & Management, Oxford Dictionary of Accounting, Oxford Dictionary of Finance & Banking, Oxford Business English Dictionary, A Directory of Business Quotations, UTI Prime dictionary, Law Dictionary, The Prime dictionary 1995 covering Primary Market & Its Intermediaries .

Reprography services :- Available

Book Bank services :- Available

Book Deposit Scheme :- Available

Internet & Wi-Fi facility :- Available

Download :- Available

Carpet Area of library = 54.5x25.0 = Reading capacity 40

Reading Room 1 = 11.0x20.0 = Reading capacity 30

Reading Room 1 = 16.6x20.0 = Reading capacity 30

Sau. Leena Kishor Mamidwar Institute of Management Studies & Research Library has a full fill collection of more than **9422** books on different topic . It also has a good collection of Management supports. The college is committed to providing information leading towards excellence in library and information science education.

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

Response: 0.23

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0.20	0.21	0.20	0.52

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

4.2.6 Percentage per day usage of library by teachers and students

Response: 9.44

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

Response: 61

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The Institute has state –of-the-art three Computer Laboratories established in a spacious wing of the Campus as per the AICTE guidelines. The Institute boasts of an ultra-modern computer centre which caters to the demands of the faculty & students community. The labs are open to all with free internet access. All

the computers are in LAN. The whole Campus is Wi-Fi enabled and internet is available at all times. Internet access is provided at various locations including Laboratory, Library, IQAC Cell, Placement Cell Administrative Area, Auditorium etc

Apart from offering free computing facility & internet, regular laboratory sessions are conducted as a part of study programmes. Faculty & students are encouraged to take advantage of the lab facility to enhance teaching and learning process and research work.

The up gradation of the laboratories is an ongoing process. The Institute has purchased a number of software related to the programmes being offered. The Institute has plans of up gradation and IT development like updating of website, enhancing e-learning facility, use of open source software lab, virtual learning etc.

4.3.2 Student - Computer ratio

Response: 3.5

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

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

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 6.47

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)

2018-19	2017-18	2016-17	2015-16	2014-15
4.2	3.23	2.73	7.40	5.46

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:

The institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college are as follows:

- Supervisors & supporting staff is employed to look after the housekeeping of the complete institute.
- The computer hardware, software and its networking are taken care by Lab Assistant.
- Regular maintenance of equipments in laboratory is carried out by the service provider.
- Institute has employed technicians for up keeping and maintenance of electrical and water drinking/ drainage facility.
- Security staff is employed on contract basis to safe guard the whole premises.
- Annual stock verification is done , report of the faulty and non-working equipment's is forwarded. Necessary repair is undertaken accordingly. Steps taken for location, upkeep and maintenance of sensitive equipments.
- Institute has a Diesel Generator installed in the premises as a power backup facility. Maintenance of the emergency generator is carried out regularly.
- The institute ensures continuous water supply through bore-well and RO plants are maintained regularly.
- The computer systems and other sensitive equipment's are provided with UPS systems to prevent from damage to the equipment's.
- All precautions are taken to protect the precision equipment by providing voltage stabilizers and individual MCB's.
- Covers are provided wherever needed to keep the sensitive equipment in dust free environment.

NAAC

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: 26.76

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

2018-19	2017-18	2016-17	2015-16	2014-15
201	136	119	190	209

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: 6.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
80	59	33	42	0

File Description

Any additional information

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: 35.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
211	224	254	229	222

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

2018-19	2017-18	2016-17	2015-16	2014-15
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: 48.9

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

2018-19	2017-18	2016-17	2015-16	2014-15
83	110	117	96	102

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: 16.99

5.2.2.1 Number of outgoing students progressing to higher education

Response: 35

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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: 3

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	1	1

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:

In LKMIMSR Student council is elected by the student themselves. It is headed by the president who act as a link between the student community and the administration. The head members & committee is selected on the basis on student election process which is carried out in institute premises. The main function & duties of the student representative are usually to organise Annual Management Week which include cultural extra-curricular, sports, academic & Management activities.

Following are the student committee for session 2018-19 on LKMIMSR college level:

- **Student Association Committee**
- **Sports & Cultural Committee**
- **Training & Placement Student Co-ordinator Committee**
- **Library Student Committee**

Above committees are constituted every year, Many students in these committees have made important contribution fort the development of academic excellence in the college.

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

Response: 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

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:

LKMIMSR Alumni association:

Sr.No.	Name	Designation	Role
1	Dr. Jayesh Narayan Chakravorty	President	Principal
2	Dr. Rakesh Waman Ramteke	Vice-President	Alumni
3	Dr. Farukh Ahemad Sheikh	Secretary	Alumni
4	Dr. Kavita Balwantrao Hingane	Treasurer	Alumni
5	Dr. Prashant Balwantrao Thakare	Member	Alumni
6	Mr. Kartik Babanrao Uttarwar	Member	Alumni
7	Miss. Rinni Sanjay Kapoor	Member	Alumni

Involvement of alumni:

The institute organizes alumni meet every year. The institute invites its alumni for motivating and guiding students for higher studies, for guest lectures, seminars and also as judge for various events. The alumni groom the students by giving the feedback about expectation of industries from fresher. The self-employed alumni conduct workshops and value addition programs for students.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 10

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

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 rationale behind the vision is set taking into consideration the present day Management needs of the society as well as forecasting the future requirements in various fields so as to become an element in the growth of the nation, since the prospect of any nation depends on science, technology and human values. And hence we started the Management Program with following strategy in mind:

- To accomplish the vision of the institute, the mission should be comprehensive.
- Providing good infrastructure, exposure to industry, employing qualified, experienced and eminent faculty to improve the quality of technical education.
- Organizing programs to encourage students to do research, building interaction without side world and providing conducive environment to learn are identified as source of the basic needs to meet the present day technical challenges.
- Introducing professional ethics and morale in the curriculum to inculcate social commitment among students.

In formulating the vision and mission of the program, the following steps were followed:

- **Step 1:** A SWOT analysis was carried out in the institute by Institute Advisory Committee (IAC) and views related to future scope of the program and the societal requirements are taken from stakeholders such as students, faculty members, parents, Employers and alumni.

Step 2: By suitably arranging the views of all stakeholders, long term and short term goals and future plans for the growth of the institute, the Vision and Mission Statement of the institute is formulated.

Step 3: The approval of Local Management Committee (LMC) and Board members is taken for Vision-Mission and then they are published, disseminated in various ways and at various locations as mentioned above.

Mission and Vision are communicated to stakeholders through planned and effective methodology:

- All the students after admission in the institute undergo an orientation program wherein they are sensitized about the vision, mission and objectives of institute.
- Newly recruited faculty members and staff are introduced to the vision and mission of the institute in the induction program.
- Correspondences sent through to students and parents during the time of admission also mention vision and mission statements of the institute.
- The institute's mission and vision statements are also communicated to stakeholders through prospectus and publications.

- The institute’s mission and vision statements are also communicated to other stakeholders, like industry and alumni, through the institute’s website.
- They are also physically displayed at prominent locations like administrative cabins, department floors, office rooms and notice boards.
- Apart from this, they are disseminated to all the stakeholders of the program through Awareness workshops for students and faculties periodically.
- During Teacher Parent Meets.
- During Industrial interaction.
- During Campus Placement Activities.
- During Alumni Association Activities, Alumni Association Meetings.

6.1.2 The institution practices decentralization and participative management

Response:

Our institute as per the direction of the Board of Governance has defined decision making process to ensure the institute runs conflict Free.

Decision Level	Decision Types	Role
Level 1	Budget Approval, Infrastructural Changes, Policy Making and Grievance Resolutions.	Board of Governance, Board of St Bodies
Level 2	Issue of Transcript, Leave Approval, Examination, Admission, Placement, Event Conduction, TC Approval, Disciplinary	Principal, Office Head, Placement Coordinator
Level 3	Academic Schedule Pertaining to Lesson Plan, Course Outcome Creation, Issue of TC, Issue of Bonafied and Transport Management.	Faculty, Office Staff, Other Sta Committees.

Delegation of financial Powers:

The Governing Body has delegated the financial powers to the Principal. Budget allocation for each year is decided by the Finance committee. The budget is utilized for purchase of equipment, maintenance, Consumables and other miscellaneous expenses. Once in every financial year the accounts are audited.

Institute is actively involved in promoting a culture of participative management. There are various committees constituted in the institute with the help of faculty, staff and students.

Management Level:

- Governing Body is the apex Body of our Institute where Management representatives,

Principal and Faculty Members are participating in decision making.

- Academic Monitoring Committee is an academic regulation body where all Academic issues are being discussed, where all members' points are heard of, and decision taken over is collective.
- Faculty members are involved in various Committees like Disciplinary Committee, Sexual Harassment Committee, Audits and Academic Committee etc.

Student Level:

Students are encouraged to have different activities under guidance of one or two mentor faculty. They are ably supported by the administrative staff. The students are also involved in Placement related work as a member of Placement Committee.

6.2 Strategy Development and Deployment

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

Response:

- Founded on 1988, our institution LKMIMSR has been created to serve as the Employment generator for the rural young graduated talents in the fields of Management.
- The Founder of our Institution serves as the Chair of the institution. The institution plays a leadership role in job generator, generating entrepreneurial passion in our area, serves as a knowledge hub and monitors progress in the implementation of the vision of our Founders.
- The institution provides the relevant strategic and technical advice across the industry in our area through our students and faculty members whenever required.
- Our institution over the years has played key role for the development of our rural area, create impact amongst our students and staff member, dissemination of best practices from within the campus, area and in the state through well-defined strategic plan by our Board of Governors.
- Our BOG as the premier policy 'Think Tank' of the Institution through consultation from Various experts, aims to evolve a shared vision of Institutional and societal development with the active involvement of All Staff, Students and Professional Bodies.

- Through consultative and other mechanisms, it endeavors to inform of the best practices developed across national and international schools and motivates the team to implement the same in the campus through well strategic planning.

The functioning of the institute operates at four different levels such as Student, Faculty, Principal and Management.

The institute provides various forums for all of them to develop and deploy the same at institute and society level by assigning them various responsibilities.

Principal as a leader understands the strength of the faculty and assesses involvement of faculty while executing specific tasks.

The Principal in consultation with management is empowered to allocate specific faculty to handle dedicated events in best possible way.

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 Governing body is the highest advisory body of the institute. It takes major decisions regarding the functioning of the institute.

Role of Governing Body:

The **Governing Body** is the most important part of Management and principal executive body of the Institute. Governing body meetings are held twice in an academic year. The role and responsibilities of GB are as mentioned below.

- Set and maintain the vision, mission and objectives of the institute.
- Develop direction, strategy and planning.
- Ensure the institute has the proper structure and resources for its work.
- Establish policies and procedures to govern institutional activities.
- Establish systems for reporting and monitoring.
- Make certain that the financial affairs of the institute are conducted properly and are accurately reported.

For any complaint and grievances, Institute has a well-defined and transparent redressal mechanism. Principal sends reply to the concern within defined time period.

The Institute has following committees for hearing grievances/complaints from students, teaching and non-teaching staff.

- Local Managing Committee
- Reservation Committee

- Anti-ragging Committee
- Anti-Ragging Squad
- Women's Grievance Cell
- Student Council
- Student and Staff Grievance Redressal Cell
- Suggestions through suggestion box.

Everybody in the institution is made aware of the existence of these committees. As and when the committee receives a complaint, they meet immediately, review and resolve the problems. They also ensure that necessary actions are taken. The complaint details are filed separately and kept confidential.

- The institute has policies, rules, processes and procedures so that vision and mission are accomplished. These are communicated to all employees from time to time. Governance is a term commonly used to refer to how institutions conduct their affairs and manage resources.
- It covers the process of decision-making as well as the processes by which decisions are implemented. Transparency and accountability are central to our good governance.
- Disclosure of information and transparent decision-making processes enable our stakeholders, regulatory bodies and Society in general to scrutinize actions and hold Instructions to account.

Our focus Areas for Implementing Transparency are as follows:

1. Apply ethical business practices and sound systems of corporate governance and transparency to support sustainable development.
2. Integrate sustainable development in corporate strategy and decision-making processes.
3. Respect human rights and the interests, cultures, customs and values of employees and Students.
4. Pursue continual improvement in our institutional performance with the ultimate goal of achieving our Vision and make our actions transparent.
5. Contribute to the development of Society, Industries and Nation.
6. Facilitate, Spread and support the knowledge-base with our Faculties to the world.
7. Freedom of Information for all our stakeholders in the campus related to anything.
8. Use Websites as the main platform for transparency.
9. Ensure all information required by State or Central Government appointed Bodies, Agencies or Committees are provided with ultimate Care and Accuracy.

Make all Campus Policies like HR, Financial, Budget, etc. defined from time to time available for respective stakeholders.

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:

Institute has well defined internal organizational structure and decision making process which consists of the following committees.

1. Governing Body (GB)
2. Local Managing Committee (LMC)
3. Academic Monitoring Committee
4. Finance Committee
5. Internal Quality Assurance Cell

The role of GB is to decide vision and objectives of the institute based on which directions to LMC and head of the institute are given. The GB approves the budget recommended by LMC. In an academic year two GB meetings are conducted

. The issues which require deliberations and consultations at the institute levels are taken up to the Local Management Committee.

The Academic Monitoring Committee is the principal academic body of the institute. It is responsible for maintaining the standards of teaching learning process, training, proper delivery of syllabus, co-ordination of research activities, examinations, tests and organising guest lecturer's workshops, seminars, conferences and panel discussions within the institute.

The Finance Committee consisting of Principal and a person nominated by the Principal of the Institute and two nominees of the Teaching & nonteaching, one of whom shall be a member of the Board considers the annual accounts and financial estimates of the Institute.

The IQAC outcome of meetings is implimented for academic development of Institue

- Development and application of quality benchmarks/ parameters
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation
- Arrangement for feedback response from various Stakeholders
- Dissemination of information on various quality parameters
- Organization of inter and intra institutional workshops/ Activities
- Documentation of the various programs/activities leading to quality improvement
- Development and maintenance of institutional database
- Development of Quality Culture in the institution

6.3 Faculty Empowerment Strategies

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

Response:

Faculty development policies

- One of the important resources in providing quality in higher education system is human resources.
- This include innovative administrators, effective teaching staff and efficient nonteaching staff.
- Any organization which identifies, utilizes and develops such resources for its growth can become successful in providing sustainable quality education.
- The process of planning human resources including recruitment, performance appraisal and planning professional development programs and seeking appropriate feedback, analysis of responses and ensure that they form the basis for planning.
- In our institutions efforts are continuously made to enhance the professional development of teaching and non-teaching staff, through strategies for empowerment includes training, retraining and motivating the employees for the roles and responsibility they perform.
- It is necessary to have a performance appraisal system comprehensive enough to ensure that information on multiple activities is appropriately captured and considered for better appraisal.
- Efforts are made to upgrade the professional competence of the staff.

The following efforts are made by the institution to enhance the professional development of its teaching and non-teaching staff:

- The Institution believes in value-based, culture oriented and quality education. Every year the institution organizes various programs such as Conferences, workshops, Faculty Development Programs, Seminars, etc. in which the faculty are actively involved.
- Encouragement to attend seminars, conferences, workshops, faculty development Programs organized by other institutions.
- Encouragement to take up research projects in various fields of interest.
- Institution encourages the staff to become members of professional bodies and participate in their programs.

- Training programs are organized for non-teaching staff such as computer proficiency and use of technology in their respective field of work. They are also motivated and encouraged to take up higher education in the field of their interest and required support from the institution is extended for the same.
- The college encourages its faculty to publish at least one research papers every year.
- The young faculty members are encouraged to register for M.Phil./Ph.D. with a reasonable
- time frame. Some of faculty members are already doing Ph.D. under the supervision of the head of the Institute.
- The college improves the competence of the faculty in their own subjects by preparing the

study materials on their own. This is used as course material by students in the subjects taught by them.

Welfare Schemes Available for Teaching and Non-Teaching Staff:

Sr No	Welfare Scheme	Percentage of staff benefit in terms need	
1	Drinking Water	100%	
2	Rest Room	100%	
3	Canteen	50%	
4	First Aid	50%	
5	Proper Workplace Seating	100%	
6	Health Insurance	50%	
7	Privileged Leave	100%	
8	Vacation for the faculty	100%	
9	Scholarship for children of Staff	50%	
10	Concessional fee for admission to courses for dependent of staff	50%	
11	Admission to children of staff sister institutions	50%	
12	Maternity Leave for women employees	50%	
13	Free Uniforms of non-teaching staff	100%	
14	Car Parking facility	100%	
15	Round the clock security	30%	
16	Free transport in college bus	30%	

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: 21

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	5	4	3

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: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	2	1

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 programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 10.75

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	0	2	1

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:

Details on the Performance Appraisal System:

The details of the performance appraisal system to evaluate and encourage the staff members in their improvement are as follows:

- At the end of each semester, a filled-in feedback form will be collected from the students about the faculty engaging the class, which evaluates about teaching methodology, creativity and level of understanding.
- The self-appraisal form will be filled in by the staff by providing the details of teaching, results obtained in internal examination and varsity examinations, books and papers published, conferences, seminars, workshops, training programs, research, consultancy and academic administration carried out during the academic year.

In the appraisal form, the Head of the Institute gives the feedback about the overall performance of the faculty on the basis of the information provided by the staff members in their self-appraisal form and also through regular presentations where the faculty contributes the information and ideas in the improvement.

For non teaching staff:

Performance of non-teaching staff is observed and evaluated on the basis of behavior, sincerity towards work, regularity, job knowledge, attitude towards students & Co-workers etc.

For support staff:

Regarding the other supporting staff engaged on works like gardening, cleaning, repairs, maintenance etc. there is no specific form, but, the supervisor gives the oral feedback to the Principal about them and their responsible behavior on the work. Based on the feedback received, the annual increments/incentives are granted to the concerned employees.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Governing Body has delegated the financial powers to the Principal. Budget allocation for each year is decided by the Finance committee. The budget is utilized for purchase of equipment, maintenance, Consumables and other miscellaneous expenses. Once in every financial year the accounts are audited.

Budget Allocation Process

The institute has well defined Budget Allocation Policy the same is followed as per top down approach. All the budget requirement is driven through Appointed Committees.

Utilization of allocated funds

- The Institute has a well-defined procedure to monitor effective and efficient utilization of available resources for infrastructure, development and teaching learning process.
- The requirements are listed by faculty coordinator. The details are given to Principal in prescribed format.
- The section wise budget is then discussed and approved by Principal and put into institutional budget and then forwarded for approval to GB.
- Quotations are put up to the vendors.
- After a comparative statement approval from the Principal, Purchase orders are placed to the vendors.
- Dead Stock registers are maintained and updated regularly. Servicing, maintenance and repair of instruments and equipment is carried out regularly.
- Record for expenditure towards advance required for miscellaneous items inclusive of details of purchase is maintained.
- Advance utilized for purchases is put forth to the Principal for sanction.
- The utilization of funds after expenditure along with bills is submitted to the Principal for approval and further submitted to the Accounts section.

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

Response: 3.48

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

2018-19	2017-18	2016-17	2015-16	2014-15
3.48	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 institute is self-financing and the main source of the income is tuition fees and development fees. As per the annual requirement, proposed budget is prepared by the Principal and account officer considering previous year actual expenditure and future plans. Proposed budget are finalized in meetings with Local Managing Committee. Deficit, if any, is taken care by the management through bank loans.

Since the Institute is permanently Un-aided Private Institute, there is only one and one income source for the Institute, i.e. fees collected from students. The amount of fee is regulated by Fee Regulating Authority, formerly known as Shikshan Shulka Samiti. The fee amount is based on total admissible expenditure divided by number of students. The Fee Regulating Authority has formed certain norms and regulations beyond which the Institute cannot charge any more amounts. The Institute collects appropriate fees from students of categories indicated in GR. These fees are getting reimbursed by Department of Social Welfare, Director of Technical Education and Tribal Board. The major part of fees collected is utilized towards salary of Teaching Staff and part percentage is utilized for salaries of Non-teaching Staff. All other expenses are also incurred from collected fees only.

6.5 Internal Quality Assurance System

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

Response:

The institution has formed Internal Quality Assurance Cell (IQAC). This cell comprises faculty representatives, Management members, the Principal, Alumni & Industry nominee . Even though many quality initiatives were taken before the formation of IQAC, the cell was formally formed as required under the NAAC criterion.

Objective of IQAC

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Strategies of IQAC

- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;
- The relevance and quality of academic and research programs;
- Equitable access to and affordability of academic programs for various sections of society;
- Optimization and integration of modern methods of teaching and learning;
- The credibility of evaluation procedures;
- Ensuring the adequacy, maintenance and proper allocation of support structure and services;

- Sharing of research findings and networking with other institutions in India and abroad.

Functions of IQAC

- Development and application of quality benchmarks/ parameters
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation
- Arrangement for feedback response from various Stakeholders
- Dissemination of information on various quality parameters
- Organization of inter and intra institutional workshops/ Activities
- Documentation of the various programs/activities leading to quality improvement
- Development and maintenance of institutional database
- Development of Quality Culture in the institution

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 institute academic calendar is prepared every year with the involvement of Head of the Institution. The institute being affiliated to the Gondwana University; it does not have the option of formulating its own curriculum. But the institute, for the overall development of students strives for quality enhancement through rigorous academic discipline. Various personality development and orientation programs are organized to fulfil the gap if any for achieving the institution goals and objectives.

- According to the identified gap arrange the Guest lecturers by experts from industry and academic circles.
- Provide the language lab to improve the vocabulary and communication skill.
- The content beyond the syllabus are covered seminar and inviting indoor or outdoor expert.
- Tutorials and Assignments given to the students.
- During the session students prepare presentations on the topic given by faculty.
- After every semester many students go for internship program.
- Various activities under different clubs of student council.
- Various value added program for enhanced employability skill.
- Industrial visits, site visits and industry projects are organized to help the students in probing the contemporary aspects by themselves.

The institute makes an effort to enrich the curriculum in the form of content beyond syllabus and enhance the experiences of the students by coping with the rapidly changing technological innovations in industry. In addition, the departments conduct industrial visits, site visits, industry projects, events and Student Training Programs.

• Teaching plan:

Faculties individually prepare their teaching plan according to their subject course. The Objective of the course and Course Outcomes are links with Program outcomes.

- **Lesson plan**

Faculty prepare Lesson plans beginning of the session for every lecture which include in the teaching plan. The learning objective and assessment of outcomes are covered in lesson plan. These lesson plans are scrutinized and confirm after approval of the subject coordinator, this lesson plans are offered to the students.

- **Question Bank:**

Question paper are prepared as per paper pattern given by the university, question set for each topic in the course which fulfill the course objectives and course outcomes. The questions are set with taking help of old question paper. The list of question as per the unit of the course, question is prepared from every unit which cover the entire syllabus.

Use of Various instructional methods and pedagogical initiatives:

- **Lecture method and Interactive learning:**

In our institute faculty interact with student in two-way communication process, they used LCD presentation in teaching aids, they clarify the doubt of the student with the help of discussing case study in the class room, some time they used chalk and board also.

- **Computer-assisted learning:**

Our institute are providing computer facilities with all equipment's to the student to access software and Wi-Fi facility also.

- **SMART class Room**

1. With help of the projector demonstrate audio-visual classes.
2. The students prepare the power point presentation given by the faculties, complete the assignment, create new model of study.
3. Access the e-book.
4. Likeness with live examples from surroundings activities.
5. Learn about role play and group discussion.

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

Response: 0.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	1	0	0

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: D. Any 1 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:

Criterion 1: Curricular Aspects:

- The institute is affiliated to Gondwana University Gadchiroli; The Gondwana University forms the Committees Board of Studies for setting the syllabus. Curriculum design is basically used to describe the purposeful, deliberate, and systematic organization of curriculum (instructional blocks) within a class or course.
- In other words, it is a way for teachers to plan instruction.
- When Board of Studies (BOS) design curriculum, they identify what will be done, who will do it, and what schedule to follow.
- BOS design each curriculum with a specific educational purpose in mind.
- The ultimate goal is to improve student learning, but there are other reasons to employ curriculum

design as well.

- Board of Studies design the curriculum as per three basic types:
 - Subject centered Design - Subject-centered curriculum design revolves around a particular subject matter or discipline.
 - Learner Centered Design - Learner-centered curriculum design takes each individual's needs, interests, and goals into consideration.
 - Problem Centered Design - Problem-centered curriculum design is also a form of student-centered design. Problem-centered curricula focus on teaching students how to look at a problem and come up with a solution to the problem.
- Curriculum Design Strategy

Design Strategy is based on base rules as per mentioned below:

- Identify the needs of stakeholders.
- Create a clear list of learning goals and outcomes.
- Identify constraints that will impact your curriculum design.
- Define curriculum map.
- Identify the instructional methods.
- Establish evaluation method.
- Continuous Improvement Implementation for Evaluating the Attributes of Graduates.

Criterion 2: Teaching- Learning and Evaluation:

In association of University academic calendar, academic calendar of the institute is prepared. In addition to events planned by the university in academic calendar, Institute plans many Co-curricular activities which are useful in overall development of the students to attain leadership skill and coordination. Along with soft skill development, emphasis also given on personality development of the students so that they become employable.

- **Teaching plan:**

Faculties individually prepare their teaching plan according to their subject course. The Objective of the course and Course Outcomes are links with Program outcomes.

- **Lesson plan**

Faculty prepare Lesson plans beginning of the session for every lecture which include in the teaching plan. The learning objective and assessment of outcomes are covered in lesson plan. These lesson plans are scrutinized and confirm after approval of the subject coordinator, this lesson plans are offered to the students.

- **Question Bank:**

Question paper are prepared as per paper pattern given by the university, question set for each topic in the course which fulfill the course objectives and course outcomes. The questions are set with taking help of old question paper. The list of question as per the unit of the course, question is prepared from every unit

which cover the entire syllabus.

Criterion 3: Research, Innovation and Extension

The purpose of academic research is to seek the truth and new knowledge which enhances social development, Management Skills, Innovative Ideas, Creativity and Industry Exposure. Such research is one of the integral responsibilities of a faculty member working in our institution. It is one of the key aspects of their job performance. We have special focus on Research in our Campus

One of the best practices in teaching and learning is the use of a three-part case study, or a scenario-based story, to help students deepen their understanding of a concept. The three parts of a case study are a scenario-based that focuses on a specific, hypothetical problem, supporting literature that aligns with the main themes and guiding questions that help the learner gain the most from understanding the concepts and objectives of the case study by applying critical and higher order thinking skills.

Criterion 4: Infrastructure and Learning Resources:

Institute has an infrastructure in line with AICTE norms. The Institute has planned and constructed the infrastructure which facilitates the curricular and co-curricular activities. All the departments are fully equipped with the necessary infrastructure to meet the ever increasing requirements with adequate class rooms, seminar halls, tutorial rooms, laboratories and sufficient space for hosting all academic activities.

- The institution has infrastructure with well-equipped computer laboratory, classrooms, library, seminar hall, ICT tools, Sports and Cultural facilities as per AICTE norms.
- The institution has motivated students to participate in various extra-curricular activities.
- Institution has central library automated with software
- Institution has Computer lab, Language lab and IT Infrastructure facilities as per AICTE norms

Criterion 5: Student Support

- The students of institute were benefitted by scholarship and free-ship scheme provided by Government as well as institute to needy students.
- Student grievances are addressed through committees such as Grievance Redressal, Anti-Ragging & Women Internal complaint or Anti sexual harassment.
- Training & placement cell have arranged various training programs and placement drives on campus as well as off-campus.
- The student actively participated in sports/cultural activities organized at inter-college and intracollege competitions.
- The institute maintained strong and healthy interaction with alumni through alumni meets organized.

Criterion 6: Governance, Leadership and Management

The **Governing Body** is the most important part of Management and principal executive body of the Institute. Governing body meetings are held twice in an academic year. The role and responsibilities of GB are as mentioned below.

- Set and maintain the vision, mission and objectives of the institute.
- Develop direction, strategy and planning.
- Ensure the institute has the proper structure and resources for its work.
- Establish policies and procedures to govern institutional activities.
- Establish systems for reporting and monitoring.
- Make certain that the financial affairs of the institute are conducted properly and are accurately reported.

Criterion 7: Institution Values and Best Practices

- Value Added Training imparted by the institute
- Financial Assistance to the underprivileged students by the college
- Institute follows green practices such as tree plantation, plastic free campus, paperless work, bus transport to achieve an environmental consciousness and sustainability.
- The Institute Recognises Outstanding Womens in the society & Facilitate them with "MATRUGAURAV PURUSKAR" in association with Loksewa and Vikas Sanstha, Chandrapur.

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: 9

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	1	2	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:

Our Institute derives the value of respecting both the gender – men and women from its core principle of – a Jain doctrine about metaphysical trust and truth. We bring this value in force through our policies, practices and procedures at our Institute as follows:

1. Incorporating gender sensitivity in the governance policy statement.
2. Student Counseling Centre
3. Programs on gender sensitization
4. Committees for Grievance redressal
5. Student Grievance Committee
6. Women Grievance Committee

7. Anti-Ragging Committee

1. IMSR Club and its activities
2. Latest state of art infrastructure for respecting gender sensitivity

Since inception our Institute practices gender equality amongst its faculty, staff and students alike. We ensure a democratic way of participation of students and faculty from both genders in all our decision making bodies. All opportunities and work responsibilities are allotted in just, fair and equitable ways. We practice and rotational work allocation system which ensures development of leadership qualities in all genders alike. Our practice of Mentorship and Counseling Centre for student support helps in understanding and resolving the issues pertaining to safety, security and counseling requirements of our students.

Safety and Security:

- 1. Security Office on Campus**
- 2. Video surveillance systems on critical positions in entire campus**
- 3. Facilities like first aid kits, fire extinguishers as per fire audit, RO Water Cold Storage Plants, pedestrian friendly roads on campus**
- 4. Neat, clean and hygienic washrooms in Institute and Hostels**
- 5. Boards with emergency contact list for Police, First Aid Room and fire extinguisher in Campus**
- 6. Training programs for self-protection for women at the Institute**
- 7. We have maintained rails, ramps, wheel chair, walker for Divyangjan students.**
- 8. We have displayed sign boards for emergency contingencies as safety audit.**

Counseling:

The Centre for Counseling at our Institute is an effective tool for understanding and grooming the emotional and behavioral aspects of student life. Our practice of mentorship supported with counseling sessions by trained coordinating faculty on life skills and student psychology gives open and free platform of expression for students. Students are oriented to discuss any issue related to ragging, women grievance or academic grievance with concerned committee, mentor and counseling center.

Common Room:

We have state of art common rooms for girls and boys which is in adherence with norms of AICTE. We have provided facilities up and above standard norms which include:

1.Portable drinking water facilities

2.Newspaper and Magazine reading stands

3.Fully equipped Beds, Tables and Cupboards

4.Computer with 24*7 Internet facility

5.Chairs for Group Discussions

6.Office Superintendent supervises all facilities and accession of Common rooms

7.Separate well equipped rest room at Ground floor for Divyangjan students

All the above facilities make our students feel at home and this enables joyful learning at the Institute

7.1.3 Alternate Energy initiatives such as:

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

Response: 6.23

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

Response: 0.5

7.1.3.2 Total annual power requirement (in KWH)

Response: 8.022

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: 6.67

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

Response: 0.5

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 7.5

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:

LKMIMSR, being a Management Institute, we practice “5S” methodology for reducing and

Maintaining waste-free campus. Our administrative committee works on the principle of sort, set in order, shine, standardize and sustain. This ensures minimal wastage at workplace.

Our focus is convex on reducing waste generation and following efforts are made for Waste Management:

- 1.We strictly prohibit use of Packed/Junk food in our campus
2. We have displayed waste disposal policy for all stakeholders who visit our campus.
- 3.We have incorporated paperless system of Learning Management System at Office and Faculty Rooms to reduce paper waste.
- 4.To develop an attitude of “5S” amongst faculty, staff and students we conduct training programs for the same

Waste management efforts:

- 1.Dustbins at strategic locations
- 2.Separate dustbins for plastic waste
- 3.Dustbins at all work stations of staff and faculty
- 4.Housekeeping through contract workers
5. Every evening waste collection vehicle of MNC visits entire LKMIMSR campus and collects Waste solid and liquid waste.
6. Old stationary, newspapers and other documents are sold to concerned disposal agency. Being a Management Institute we do not generate any Liquid waste. E waste at our Institute is Negligible and the disposal are taken care by a subcommittee for E waste disposal.

This committee takes review of E waste generated in the campus which is kept at Store. The review is submitted to administrative committee who return the e waste to vendors from whom the e material was purchased. We have a separate dustbin of E waste for students and this waste is stored at the store room for further disposal.

We have Garden club of Chandrapur Club at our Institute which is student driven and faculty guided activity hub for maintaining green, waste free campus. This club conducts Green Audit and this helps us in building a eco-friendly campus.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Understanding the importance of conservation of water, Institute has implemented Rain Water Harvesting Scheme. Under this scheme, the adequate piping is done to collect entire rainwater from terrace and which is directed to water hole present in the campus. The water collected in water hole helps in increasing the water table of the institutional area thereby increasing the water level in the surrounding premises of the institute.

The college has maintaining a garden lawn , where maximum possible rain water is effectively used for maintaining green environment in the campus in most appropriate manner.

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:

We derive our inspiration to protect and be one with the nature from “Jain Agam” philosophy. Since, inception we have created a green campus and focused on building up practices that enrich our

campus and Develop a consciousness in our students and neighborhood community for environment protection. Our Institute is committed towards green practices in following ways:

1. Garden Club and its activities

2. Green Audit at LKMIMSR

4. Value of environment friendly and waste free campus included in Institute’s governance policy

5. Celebrating days with environment protection theme

Our Institute promotes use of bicycles in students and faculty members by observing bicycle day on 2nd Saturday of every month and No vehicle day on 4th Saturday of every month.

Our Institute is located at around 8-10 km from City. Majority of our students are residents in rural areas. These students prefer public transport as transportation means to attend the classes. We support and encourage such students with required documents to avail concessional passes for public transport.

We encourage the practice of “Car Pool” for faculty members travelling for providing extension services such as Skill Development Workshops for Nagpur and nearby areas.

We have pedestrian friendly road with guidelines for visitors in our campus. Plastic items such as packed food, junk food etc. are strictly prohibited in our campus. Separate dustbins are maintained to collect plastic generated within the campus. This collected plastic is dumped in the vehicle of Chandrapur Municipal Corporation which collects waste every day.

Growing paperless happens to be a much better and greener option than using the reams of paper that could cut down on the expenses and save millions of trees. We follow paperless office ideology all our notices & inter-office communications are in e format. Our Learning Management Systems for Faculty and staff empower them to reduce the use of paper at work place. Green Club carries out activities like tree plantations, environment protection rally, guest lectures for developing environment consciousness, green audit, swatchata Abhiyaan etc.

The campus has well maintained green landscaping with 50 numbers of trees. Environmental audit is conducted on regular basis to take essential protection measures

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

Response: 0.72

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)

2018-19	2017-18	2016-17	2015-16	2014-15
0.25	1.60	0.83	0	0

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: C. At least 4 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: 10

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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: 28

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	6	5	5

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:

Following are the National Festivals & Birth / Death Anniversaries of the Great Indian Personalities celebrations conducted at LKMIMSR:

1. Republic day: 26th January: On this day formal event of Flag Hoisting conducted at LKMIMSR to mark honor to the Indian constitution. Every year Flag Hoisting is done with the hands of one chief Guest, after that he delivers a speech. The programme ends with distribution of snacks & sweet. All staff members & students of LKMIMSR participate zestfully.

2. Independence Day: 15th August: Independence Day is also a day to celebrate freedom and independence .Formal Event of Flag Hoisting conducted at LKMISR to remember the soldiers who fought bravely for the country. This day is celebrated to honor and respect the great leaders who helped us attain freedom .The programme ends with distribution of snacks & sweet. All staff members & students of LKMIMSR participate with great enthusiasm.

3. Gandhi Jayanti: 2nd October: Mahatma Gandhi took active part in the Indian freedom struggle. He carried out various freedom movements and challenged britishers at every step. 2nd October, his birthday is celebrated each year by LKMIMSR to pay tribute to him. Mahatma Gandhi followed the path of truth and non-violence. His ideologies were not only an inspiration for the people of his own time but also for the young generation today. On the occasion of this LKMIMSR organizes & promotes Marothon at College Level in the campus area.

4. Teachers' Day: 5th September: Teachers Day is celebrated on September 5 every year to honor Dr. Sarvpalli Radhakrishnan. At LKMIMSR, students Bring Cakes & snacks. Students arrange programs & fun activities for Teaching & nonteaching staff .All staff members & students participate in the activity with enthusiastically.

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

Response:

Sau Leena Kishor Institute of Management Studies& Research has faith in maintaining complete transparency in its financial, academic, administrative and auxiliary functions.

- **Administrative Functions:** Local Management Committee (LMC) consists of members from the management, teaching staff and nonteaching staff who plans, deploys, controls and assesses different auxiliary functions. The participative decisions taken by the committee/body are communicated to all the stakeholders of the institute. The Academic Monitoring Committee/IQAC takes review of academic activities from time to time and suggests changes. Efforts are taken to ensure the holistic development of the institute's students. Appropriate information regarding the institute is freely made available to the public through the institute's website. All circulars regarding students, teaching staff and nonteaching staff are circulated and displayed on the notice boards.

- **Academic Functions:** LKMIMSR maintains complete transparency in all the activities carried out from the students admission process to various events conducted in the Institute. Admission for the MBA, program is done centrally by the Directorate of Technical Education (DTE), Maharashtra state. These admissions are based on the Common Entrance test (CET) conducted for the course and are done with complete transparency. The reservation in the allotment of seats is maintained as per the reservation policy of the state. The remaining twenty percent seats are filled at institute level for which application are invited till a prescribed date and after scrutiny admissions are given as per merit in the CET examination. Admission For BBA, DBM, DIRPM is done at college level.

- **Financial Functions:** The fees charged for MBA are as per the norms laid down by the Shikshan Shulka Samiti. The Institute maintains complete transparency by uploading fees details on the Institute's website. Admission For BBA, DBM, DIRPM is done at college level as per the norms laid down by the Gondwana University. The entire admission process sustains transparency in financial, administrative and auxiliary function. Various activities like SWOT Analysis, mentoring program called Mentorship Program, sensitizing towards society, events covered under Institute Social Responsibility and Extension activity. All these events are of the students, for the students and conducted by the students. The complete transparency is maintained in overall planning, organizing and implementing. For successfully conducting these activities & events, students allocated with some funds for expenses.

Auxiliary Functions: The Institute maintains complete academic and auxiliary transparency in the internal assessment plan which is a combined effort of formative and summative assessment. Internal assessment plan is also uploaded on institute website. The Institute has constituted various committees which have management, senior faculty members, non -teaching staff and students as the members which encourage the transparent functioning of the Institute.

The participative decisions making model is promoted in the committees which encourages transparency in financial, administrative, academic and auxiliary functions.

This kind of working highlights transparent functioning of the Institute.

7.2 Best Practices

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

Response:

Best Practice:-1

1. Title of the Practice: Value Added Training imparted by the institute

2. Objectives of the Practice: In order to groom students for better career prospectus and campus placement opportunities, the management decided to start value added training programs in the institute.

3. The Context: The Institute is affiliated to Gondwana University, Gadchiroli and follows its curriculum and academic structure designed by the University. Obviously the pace of updating the syllabus in response to the needs of industry cannot be maintained. All this contributed to lower selection rate in recruitment drives of various companies.

Institute identified where improvement was needed:

- a. Students lack in aptitude skills.
- b. Students are weak in communication skills.

To improve upon the above the new policy was planned and implemented.

4. The Practice: The policy consisted of the methodology and schedule of imparting various inputs to the students in order to improve the performance of students in recruitment drives. The inputs were subdivided into systematically designed training modules catering to communication skills, domain knowledge and soft skills. In order to make the students aware of the importance of various skills i.e. aptitude, communication, soft skills and technical skills, counseling sessions were conducted. A representative schedule of inputs to be provided to students at various levels, duration and mode of implementation is

shown below:

5. Evidence of Success: The success rate in aptitude test / screening test was found improved in recruitment drive of various companies. Table shows the student's Placement in Various Drives conducted across last 5 Years.

Year	Total Number of Final Year Students	Number of Students
2018-19	206	83
2017-18	182	110
2016-17	210	117
2015-16	228	96
2014-15	222	102

Best Practice:-2

1. Title of the Practice: Financial Assistance to the underprivileged students by the college

2. Objectives of the Practice:

- It has been observed that students joining management courses of the college rural areas with low economic back ground. Their parents are unable to provide them a sustained financial support. So, the noble objectives of the practice are
- To extend financial assistance to the poor students, especially from the rural, to save them from discontinuation of their studies owing to poverty.
- To support financially all the deserving poor students without any discrimination of caste or gender.
- To promote the 'equality' among the students
- To inculcate the values of 'generosity' and a 'sense of social responsibility' among the students.

3. The Context

The noble cause had its own challenges & troubles in its designing and implementation.

- Pooling up of the required resources was a tough task.
- After comprehensive deliberations with students and teachers, it was decided to extend the benefit to all the poor students, who do not have the advantage of government or endowment scholarships, without any discrimination of caste, or gender.
- Verification of the financial background of the student was yet another challenge.
- The management has insisted on strict adherence to the rules framed, about this fund in spite of the influential sections' and caste associations' undue interference in the implementation of the practice.

4. The Practice

The expected outcome is that the students should be able to complete their Degrees with good

marks. The beneficiaries should treat the needy with the principle of 'lend a helping hand without discrimination. After getting benefitted from institutional scholarship student should be independent in terms of financial obligations and he/she should support his/her family.

5. Evidence of Success: Table shows the student's financially supported by Government and Institutional scholarships in last 5 years.

Year	Name of the scheme	Number of students benefited by government schemes	Number benefited by schemes
2018-19	Schedule Caste	80	80
	Other Backward Classes	61	
	Nomadic Tribe	18	
	Special Backward Classes	6	
	Scheduled Tribes	13	
	EBC	23	
2017-18	Schedule Caste	75	59
	Other Backward Classes	29	
	Nomadic Tribe	13	
	Special Backward Classes	5	
	Scheduled Tribes	14	
2016-17	Schedule Caste	44	33
	Other Backward Classes	54	
	Nomadic Tribe	10	
	Special Backward Classes	2	
	Scheduled Tribes	9	
2015-16	Schedule Caste	103	42
	Other Backward Classes	62	
	Nomadic Tribe	4	
	Special Backward Classes	9	
	Scheduled Tribes	12	
2014-15	Schedule Caste	114	Nil
	Other Backward Classes	72	
	Nomadic Tribe	12	
	Scheduled Tribes	11	

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:

1. Assembling a dynamic body of faculty who exemplify excellence and innovation :
Faculty play a special role in determining the speed and direction of student's progress, both directly through their lectures and indirectly through their training towards being a better citizen. Past studies establish that each of these efforts is strongly and positively influenced through various forms of faculty diversity, including ethnic, racial, and gender diversity. As an example, research shows that greater diversity within a community or group can lead to improved critical thinking and more creative solutions to complex tasks by pairing together individuals with unique skill sets.

2. Graduating students who are well educated in Management knowledge with solid communication & teamwork skills:

Along with technical knowledge, Communication & teamwork skills help students in their study, career development, job interview, workplace and social networking. Industries always complain about dearth of Industrial ready students in the market.

3. Partnering with academic, industrial & government entities:

With students getting an all round development in college campus, the next aspect is to opening up the gates of industries for the students in less developed areas. Industry shares a symbiotic relationship. Academia produces graduates who are absorbed by industry. Research work in universities are taken up by the industry and turned into products and services. Industry on the other hand looks to academia for solutions to their concerns. To cater to this different MoU are signed with leading companies

5. CONCLUSION

Additional Information :

The Institute involve all stakeholders by organizing parents, alumni and employer meeting. As well as all stakeholders are invited on various committees either to contribute in Academic or Non-Academic affairs to keep students upgraded with latest happenings in respective fields. Faculty and staff also has representation on various committees where they contribute in decision making.

In nut shell, Institute is working for betterment of society by involving all stakeholders.

Concluding Remarks :

We cordially invite NAAC peer team to our Institute and evaluate, asses for accreditation process.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	1	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	1																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
1.1.3	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>6</td> <td>6</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <p>Remark : DVV has not considered those teachers who participating in Subject Examination Committee, Project Guides/ Internal/External for Orals, Local Enquiry Committee, 3215 committee , Subject Expert, Equivalence , Chief Supervisor , Joint Chief Supervisor.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	6	5	6	6	7	2018-19	2017-18	2016-17	2015-16	2014-15	1	0	5	5	5
2018-19	2017-18	2016-17	2015-16	2014-15																	
6	5	6	6	7																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
1	0	5	5	5																	
1.2.3	<p>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>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>630</td> <td>664</td> <td>628</td> <td>685</td> <td>602</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	630	664	628	685	602										
2018-19	2017-18	2016-17	2015-16	2014-15																	
630	664	628	685	602																	

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : DVV has not considered list of certificate/ diploma/ Add-on Guest Lecture and Seminar provided by HEI.

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

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

Answer before DVV Verification : 30

Answer after DVV Verification: 5

1.3.3 Percentage of students undertaking field projects / internships

1.3.3.1. Number of students undertaking field projects or internships

Answer before DVV Verification : 235

Answer after DVV Verification: 227

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	13	5	2	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	13	3	1	3

Remark : DVV has made the changes as per pro-rata basis of provided passport/domicile certificate for 2014-15, 2015-16 by HEI. Passport/domicile certificate of ARSIWALA MUBARIKA MOHSIN , SHUBHAM ANAND fo 2016-17 not provide by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

90	90	90	90	90
----	----	----	----	----

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
109	131	98	121	154

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	2	0	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	5	5	4	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	2

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	7	7	3	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	7	7	3	1

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	1	4	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	4	3

3.4.2

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	3	3	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : DVV has not considered certificate of participation.

3.4.3

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	5	5	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	3	3	3

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
630	664	628	685	602

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
350	594	343	345	262

Remark : DVV has made the changes as per provided reports of activities by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	7	10	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	7	8	0

Remark : E-copies of linkage Manikgadh Cement, Gadchandur, Various COMPANY not provide by HEI. Dvv has counted one linkage once for a year.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
206	182	210	228	222

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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.

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	3	3	4	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	1	1

Remark : DVV has not considered those award which has received in Inter University. Certificates of Pranav Bawase for 2016-17 not provide by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

1	1	0	2	1
---	---	---	---	---

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	2	2	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	0	2	1

Remark : Report of Syllabus Restructure Program not provide by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3.48	0.58	1.65	1.23	0.70

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3.48	0	0	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	1	0	0

Remark : DVV has made the changes as per report of Outcome based Analysis of NBA & NAAC for 2016-17 and Seminar on "NAAC" for 2018-19 provided by HEI.

6.5.4 Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : A. Any 4 of the above

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

Remark : DVV has made the changes as per report of Participation in NIRF for 2018-19. DVV has not considered 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, Academic Administrative Audit (AAA) and initiation of follow up action, NBA or any other quality audit for 2019-20.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	1	2	2

Remark : Report of Seminar on Gender Equity at Workplace for 2016-17 not provide by HEI.

7.1.3	<p>Alternate Energy initiatives such as:</p> <p>1. Percentage of annual power requirement of the Institution met by the renewable energy sources</p> <p>7.1.3.1. Annual power requirement met by the renewable energy sources (in KWH) Answer before DVV Verification : 0.5 Answer after DVV Verification: 0.5</p> <p>7.1.3.2. Total annual power requirement (in KWH) Answer before DVV Verification : 55.4 Answer after DVV Verification: 8.022</p> <p>Remark : DVV has made the changes as per report of total power requirement provided by HEI.</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 907 1046 1041"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1122 1046 1256"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Remark : Report of Medical Facility not provide by HEI. DVV has not considered MOUs of canteen Facility.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	3	3	3	3	3	2018-19	2017-18	2016-17	2015-16	2014-15	2	2	2	2	2
2018-19	2017-18	2016-17	2015-16	2014-15																	
3	3	3	3	3																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
2	2	2	2	2																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1653 1046 1787"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1868 1046 2002"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	2	2	2	2	2	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
2	2	2	2	2																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
7.1.17	<p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love,</p>																				

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	7	6	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	6	5	5

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 84 Answer after DVV Verification : 138																				
2.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>109</td> <td>131</td> <td>98</td> <td>121</td> <td>154</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	90	90	90	90	90	2018-19	2017-18	2016-17	2015-16	2014-15	109	131	98	121	154
2018-19	2017-18	2016-17	2015-16	2014-15																	
90	90	90	90	90																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
109	131	98	121	154																	
2.3	Number of outgoing / final year students year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>206</td> <td>182</td> <td>210</td> <td>228</td> <td>222</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>224</td> <td>211</td> <td>224</td> <td>254</td> <td>229</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	206	182	210	228	222	2018-19	2017-18	2016-17	2015-16	2014-15	224	211	224	254	229
2018-19	2017-18	2016-17	2015-16	2014-15																	
206	182	210	228	222																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
224	211	224	254	229																	

3.3	Number of computers Answer before DVV Verification : 180 Answer after DVV Verification : 120
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NAAC