DAIMSR

Dr. Ambedkar Institute of Management Studies and Research,
Deekshabhoomi, Nagpur

Annual Quality Assurance Report

2017-18

Prepared by
INTERNAL QUALITY ASSURANCE CELL

Submitted to

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072 India

Part A : Institutional Information

AQAR for the year | 2017-18 |

1. Details of the Institution

1.1 Name of the Institution | Dr. AMBEDKAR INSTTUTE OF MANAGEMENT STUDIES AND RESEARCH |

1.2 Address Line 1 | Deekshabhoomi |

Address Line 2 | |

City/Town | NAGPUR |

State | MAHARASHTRA |

Pin Code | 440010 |

Institution e-mail address | info_mba@daimsr.in |

Contact Nos. | +91-8446001379 |

Name of the Head of the Institution: | Dr. Sudhir S. Fulzele |

Tel. No. with STD Code: | 7276021207 |

Mobile: | 9822563970 |

Name of the IQAC Co-ordinator: | Dr. Mujahid J. Siddiqui |

Mobile: | 9890325497 |

IQAC e-mail address: | naac.admin@daimsr.in |

1.3 NAAC Track ID | MHCOGN27129 |

1.4 NAAC Executive Committee No. & Date: | EC(SC)/28/A&A/172.1 Dated 30-10-2017 |

1.5 Website address: | www.daimsr.in |

Web-link of the AQAR: | http://daimsr.in/pdf/DAIMSR_NAAC_AQAR_2017-18.pdf |

1.6 Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1st Cycle	A	3.01	2017	October 29, 2022

1.7 Date of Establishment of IQAC: DD/MM/YYYY

10/05/2014

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC : Not Applicable

1.9 Institutional Status

University   State ☐   Central ☐   Deemed ☐   Private ☑

Affiliated College   ☑ Yes   ☐ No

Constituent College   ☐ Yes   ☑ No

Autonomous college of UGC   ☐ Yes   ☑ No

Regulatory Agency approved Institution   ☑ Yes   ☐ No

Type of Institution   Co-education ☑   Men ☐   Women ☐

                        Urban ☑   Rural ☐   Tribal ☐

Financial Status   Grant-in-aid ☐   UGC 2(f) ☑   UGC 12B ☑

Grant-in-aid + Self Financing ☐   Totally Self-financing ☑

1.10 Type of Faculty/Programme

     Arts ☐   Science ☐   Commerce ☑   Law ☐   PEI (Phys Edu) ☐

     TEI (Edu) ☐   Engineering ☐   Health Science ☐   Management ☑

     Others   (Specify)   .

1.11 Name of the Affiliating University   Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence		UGC-CPE	
DST Star Scheme		UGC-CE	
UGC-Special Assistance Programme		DST-FIST	
UGC-Innovative PG programmes		Any other (*Specify*)	
UGC-COP Programmes			

2. IQAC Composition and Activities

2.1 No. of Teachers	6
2.2 No. of Administrative/Technical staff	2
2.3 No. of students	4
2.4 No. of Management representatives	1
2.5 No. of Alumni	1
2. 6 No. of any other stakeholder and Community representatives	0
2.7 No. of Employers/ Industrialists	2
2.8 No. of other External Experts	0
2.9 Total No. of members	16
2.10 No. of IQAC meetings held	2

2.11 No. of meetings with various stakeholders: No. [ ]   Faculty [3]

Non-Teaching Staff Students [1]   Alumni [2]   Others [2]

2.12 Has IQAC received any funding from UGC during the year?   Yes [ ]   No [✔]

If yes, mention the amount [N/A]

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. [0]   International [ ]   National [ ]   State [ ]   Institution Level [ ]

(ii) Themes [N/A]

2.14 Significant Activities and contributions made by IQAC

Restructuring of IQAC: The IQAC was restructured and a new Co-ordinator was appointed in the meeting. The Director chaired the meeting and Dr. Mujahid Siddiqui was unanimously appointed as the IQAC Co-ordinator.

IQAC has implemented the following in the period from November 2017- June 2019 .

- Reorganized the Feedback system.
- Improvement in Mentoring Record Keeping Files.
- Prepared New Policy for Consultancy and Purchase for efficient administration.
- Introduced End of Programme Survey at UG Level Programmes.
- Recommended alterations to the Website.
- Recommended migration from Older MIS system to New MIS Software.
- Improved the Procedure of Parents- Teacher Meeting.
- Introduced Annual Calendar system for important Activities and Days to be observed.
- Helped in creating more MoUs with various institutions – 4 New MoUs signed.
- Facilitated Participation in Activities including Swachh Bharat Abhiyan, Unnat Bharta Abhiyan,etc.
- Prepared proposal for NAAC Sponsored Seminar for submission to NAAC.
- Created Standard Operating Procedure (SOP) for Certification Courses.
- Held Presentations of Portfolios by members of the Faculty for appraisal.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
• Supervise the Participation in NIRF Ranking	The Institute participated in NIRF ranking for the first time.
• Introduce Online Examination System	Online examination done for Two courses
• Initiate the NBA Accreditation for MBA prog.	The MBA Prog. Has applied for NBA for the first time.
• Create SOP for various Operations	3 New SOPs prepared and Implemented.
• Increase Consultancy work by Faculty members	4 Consultancy work are in progress

2.15 Whether the AQAR was placed in statutory body   Yes [✔]   No [ ]

Management [✔]   Syndicate [ ]   Any other body [ ]

Provide the details of the action taken

The Management Suggested development of annual plan of IQAC must have participation of the entire group of Faculty members as well as the staff concerned - Necessary changes are being introduced for preparing the annual plan.

The recommendation to work on the Certifications and bridge courses for students was implemented.

The plan for improving the MoUs with multiple bodies was initiated and news MoUs are signed.

Improvements in students Clubs and Centre for Executive Empowerment has been executed.

Decentralization of Powers to Portfolio Incharges and members of Faculty is formalized.

Upgrading of the MIS is underway.

Part B: Criteria Wise report

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	NIL			
PG	1		1	
UG	3		3	
PG Diploma	NIL			
Advanced Diploma	NIL			
Diploma	NIL			
Certificate	4	4	4	4
Others-Add-On courses	5	5	5	5
Total	13	9	13	9

Interdisciplinary	NIL			
Innovative	NIL			

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options
(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	4
Trimester	NIL
Annual	NIL

1.3 Feedback from stakeholders*   Alumni ☑   Parents ☑   Employers ☑ Students ☑
   (On all aspects)

   Mode of feedback   :   Online ☐ Manual ☑ Co-operating schools (for PEI) ☐

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

NO

1.5 Any new Department/Centre introduced during the year. If yes, give details.

NO

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
41	36	2	3	0

2.2 No. of permanent faculty with Ph.D. | 24 |

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
0	2	0	2	0	0	0	0	0	4

2.4 No. of Guest and Visiting faculty and Temporary faculty | GL-28 | | -- | | -- |

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	9	18	1
Presented papers	13	2	NIL
Resource Persons	1	3	2

2.6 Innovative processes adopted by the institution in Teaching and Learning:

i) Continuous review of teaching learning process is taken by course co-ordinator, academic coordinator and Director through monitoring of the course plan of individual faculty members on regular basis.

ii) Faculty feedback is taken from students in every semester. Counselling of faculty is then conducted and suggesting further improvements in the teaching methodologies, which ultimately leads to qualitative improvement in Teaching and Learning process.

iii) Appropriate training in new methods of teaching and learning is given to teachers through specific training programs, which ultimately leads to an improvement in the teaching methodology reflected in the improvement feedback of our teachers.

2.7 Total No. of actual teaching days during this academic year | 185 |

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, and Online Multiple Choice Questions)

Institute has taken every possible initiative to make Continuous internal evaluation system transparent and objective. Measures have been proposed during the meeting held at the end of the session 2018 regarding the conduct of periodical class test for the students.

The MCQ based Online test has been introduced fir the first time. The Outcome based Education has been introduced in all Programmes with the finalization of Course Outcomes(CO) for every course being taught at the institution. Mapping of CO with the Programme Outcomes and Programme Education Objectives have been completed with respect to all the courses.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development

03	02	03

as member of Board of Study/Faculty/Curriculum Development workshop

2.10 Average percentage of attendance of students

77

2.11 Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
MBA	206	N/A	N/A	N/A	N/A	85.44
BCCA	199	19.77	76.16	4.07	16.26	86.40
BBA	229	1.69	87.57	11.30	12.22	77.29
MCM	21	92.86	7.14	0	0	66.67

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

IQAC has proposed the method of preparing a Lesson Plan for every course. The Course faculty members prepare their plans in compliance with the given Lesson Plan format. The Faculty members are then required to present their respective lesson plan for each course. The Course Lesson Plan presented is subject to review by an authorised group of faculty members as proposed by the IQAC. Improvements in plans including usage of ICT, Teaching Cases, Learning materials to be distributed to students, assessment and evaluation methods etc. are done during this process. The Faculty members are asked to collect their Course Feedback form provided by IQAC, in which the Outcomes of the course are mapped with the Programme Outcomes.

At the end of the course, every Course faculty group is required to submit their respective course materials in the format named as 'Academic Conduct Record' this is a comprehensive record which is then audited in the Academic Audit Process. The Course Feedback collected by the Faculty members as well as the direct feedback (General Feedback) collected from the students by IQAC is then compiled and fed forward for improvements in the Teaching Learning Process and Overall performance of the Teachers in the Classroom setting. Similarly the University Results are evaluated by the IQAC and performance of

every Course faculty is again fed forward for improvement and necessary actions. This cycle of activity results in continuous evaluation and reassessment of the Teaching Learning Process.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	0
UGC – Faculty Improvement Programme	37
HRD programmes	2
Orientation programmes	35
Faculty exchange programme	0
Staff training conducted by the university	2
Staff training conducted by other institutions	7
Summer / Winter schools, Workshops, etc.	0
Others	0

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	17	0	0	17
Technical Staff	3	0	0	3

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

After the establishment of "Centre for Higher Learning and Research in the Institution, a senior member of the faculty is appointed as the In-charge of Research Cell and the members is included in as the member of IQAC as ex office member in order to exercise better coordination of the Research activities within the Institution. The IQAC has made an elaborate research Policy to promote research amongst the students and faculty members. The Policy provided incentives to the staff and students who engage in quality research activities. These incentives include duty leaves, Fees towards publications, participation in workshops and conferences, Sponsorship of the research events planned by the faculty members and students. Annual targets for research is set by very member of the faculty which include, research in collaboration with other institutions, joint research with students, Alumni and Industry. The targeted research helps in setting up benchmarks and helps in bringing the focus on research activities. The targets are then mapped with the actual achievements and measures are initiated for bridging the gaps in the outcomes.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	NIL	NIL	NIL	3
Outlay in Rs. Lakhs				37.03532

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	NIL	NIL	NIL	1
Outlay in Rs. Lakhs				4.99

3.4   Details on research publications

	International	National	Others
Peer Review Journals	40	30	
Non-Peer Review Journals	NIL		
e-Journals			
Conference proceedings			4

3.5 Details on Impact factor of publications:

Range [   ]   Average [3]   h-index [4]   Nos. in SCOPUS [0]

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	NIL			

Minor Projects	NIL			
Interdisciplinary Projects	NIL			
Industry sponsored	NIL			
Projects sponsored by the University/ College	NIL			
Students research projects *(other than compulsory by the University)*	NIL			
Any other(Specify)	NIL			
Total	NIL			

3.7 No. of books published   i) With ISBN No.   6   Chapters in Edited Books   0

ii) Without ISBN No.   0

3.8 No. of University Departments receiving funds from

UGC-SAP   0   CAS   0   DST-FIST   0

DPE   0   DBT Scheme/funds   0

3.9 For colleges   Autonomy   0   CPE   0   DBT Star Scheme   0

INSPIRE   0   CE   0   Any Other (specify)   0

3.10 Revenue generated through consultancy   Rs. 1,35,000

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	01	00	00	00	00
Sponsoring agencies	SELF				

3

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations   International   0   National   7   Any other   0

3.14 No. of linkages created during this year   3

3.15 Total budget for research for current year in lakhs :

From Funding agency   40,00,000   From Management of University/College   8,00,000

Total   48,00,000

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	NIL
	Granted	
International	Applied	NIL
	Granted	
Commercialised	Applied	NIL
	Granted	

3.17 No. of research awards/ recognitions received by faculty and research fellows
Of the institute in the year

Total	International	National	State	University	Dist	College
2	1	1	0	0	0	0

3.18 No. of faculty from the Institution who are Ph. D. Guides   7

And students registered under them   32

3.19 No. of Ph.D. awarded by faculty from the Institution   8

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF   1   SRF   0   Project Fellows   0   Any other   0

3.21 No. of students Participated in NSS events

University level [ ]   State level   0

National level   0   International level   0

3.22 No. of students participated in NCC events:

University level   0   State level   0

National level   0   International level   0

3.23 No. of Awards won in NSS:

University level   0   State level   0

National level   0   International level   0

3.24 No. of Awards won in NCC:

University level [0]   State level [0]

National level [0]   International level [0]

3.25 No. of Extension activities organized

University forum [0]   College forum [0]

NCC [0]   NSS [10]   Any other [0]

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

Title of the activity	Blood Donation/Tree Plantation/Swach Bharat Abhiyan/Village Adoption/Rangoli Competetion/Wall Paint/Project Khushi /Rakhi & Diya Selling /Stationary distribution to street children	Crowd Managament in Dhamma Chakra Pravartan Din - 2017
Organising unit/ agency/ collaborating agency	NSS/ISR/UPAY NGO/SANDNYA SANVARDHAN	Param Pujya Dr. Babasaheb Ambedkar Smarak Samiti
Number of teachers coordinated such activities	8	1
Number of students participated in such activities	50	40

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	87405 Sq.Mt.	0		
Class rooms	34	0		32
Laboratories	3	0		3
Seminar Halls	3	0		3
No. of important equipments purchased (≥ 1-0 lakh) during the current year.	NIL	6		6
Value of the equipment purchased during the year (Rs. in Lakhs)				136740
Others				

4.2 Computerization of administration and library

Library is automated (Integrated library Management System- ILMS)	
Name of the ILMS software	Master Soft
Nature of automation (fully or partially)	Fully auto
Version	1.2
Year of automation	2005-2006

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	23658	7097400	103	30900	23761	7128300
Reference Books	296	148000			296	148000
e-Books					0	0
Journals	77	67000	3	2200	80	69200

						0	0
e-Journals						0	0
Digital Database	1	13570				1	13571
CD & Video	376					376	376
Library automation	2	24000				2	24002
Weeding (hard & Soft)						0	0
Others (specify)						0	0

4.4 Technology up gradation (overall)

Technology Upgradation (overall)					
	WEST CAMPUS			**EAST CAMPUS**	
	Existing	Additional	Total	Existing	Additional
Total Computers	393	0	393	218	0
Computer Labs	6	0	6	3	0
Internet				218	0
Browsing Centers	6	0	6	3	0
Computer Centers	389	0	389	3	0
Office	15	0	15	7	0
Departments(Faculty)	44	0	44	0	0
Available band width (MGBPS)	20 MBPS	10 MBPS	30 MBPS	20 MBPS	10 MBPS
Others				0	0

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

The institute makes budgetary provision annually for maintaining and utilizing the campus infrastructure facilities. The institute has assigned sufficient funds for maintenance and repairing of the necessary IT facilities in the campus. The allocated funds are utilized under the supervision of various monitoring committees such as purchase committee, building committee, UGC planning board committee, library committee etc. of the institute. The details of budget allocation for maintenance and repairing of physical, academic and support facilities during the last year is mentioned in 4.4.1

The Computing facilities of the Institute are regularly updated and every member of faculty is provided with separate computers and Internet facility. Internet access is also provided at various locations including, Laboratories, Library, Research Cell and all such places.

Internet access is also provided on the Portable devices including Laptops and Smart Phones to students through a secured Login system. Since the Campus is Wi-fi enabled the internet access is available at all time throughout the campus.

Adequate training is provided to the students through special classes for developing skills in usage of Software and Applications.

The members of faculty are provided technical support for learning and access to any software that they may need for efficient utilization of the IT infrastructure of the Institute.

4.6 Amount spent on maintenance in lakhs:

   i) ICT   Rs. 6.33

   ii) Campus Infrastructure and facilities   Rs. 8.36

   iii) Equipments   Rs. 0.60

   iv) Others   Rs. 4.01

   Total :   Rs. 19.30

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

The IQAC committee continuously monitors the support services to the students with respect to Admission, Scholarships, Examination, Library and Placements are met and the process is simplified and made accessible. The IQAC has assigned the role of providing timely assistance to the students through appointing a Faculty member as In-charge of Students Support and Services.

The students in need of information as well as help in various aspects of the Institute administration is well appreciated by the IQAC. Brief description of the Student support services are illustrated below:

1) Admission

The admission process after allotment of the seat is displayed on the Notice Board of the college.

The students can also access the information through the institute website.

In case of any personal queries all the necessary information is provided to the candidate by the admission and counselling team.

After admission, the student is provided an opportunity to interact with faculty to seek any information, clarification.

The mentors provided to the students right after the admission takes care of any additional support for completion of the formalities with respect to admissions.

2) Scholarships

The scholarship procedure is displayed on Notice Board of the College as well as institute website.

A separate staff member is allotted for providing assistance such as availability of various forms; online submission of forms.

The students are encouraged to apply for various scholarships by making all the information available in timely manner as also by sending information through SMS on the mobile phones.

3) Examination

The In charge Examinations along with his team is made responsible to assist the students in regards to their examination related affairs.

The Examination forms are available at Administrative Office of the institute by the exams section

The separate Admin staff is assigned to handle the examination forms and related work.

All exmas related information is provided to the students through SMS.

4) Library

The Library and learning resources are assigned as a portfolio to two members of faculty by IQAC

Regular attendance of the visitors is recorded in the library for monitoring purposes.

The Users feedback is taken at regular intervals through a structured feedback system.

The books are also made available through interlibrary access provided.

Reserved Seating, Extended hours of access and reading facility is provided to differently abled students.

4) Placements & Counselling

A Separate and well equipped Placements cells is established and Career related counselling is also provided to the students. The Placement cell actively pursues the Industry and recruiter for providing placements and internships to the student of the Institute.

5.2 Efforts made by the institution for tracking the progression

The process of tracking the progression of the student starts with mentoring. Each student post admission is allotted a mentor. The mentor's responsibility is to track the progress of the student in terms of his attendance, participation, communication skills, aptitude and interpersonal skills. This report is generated over the period of two years and is recorded in a Students Progression Record at various intervals. This record is also shared with the parents of the students during the Parent Teacher Meet.

The progression tracking does not end at the degree completion level. The mentor keeps track of the student once he or she leaves the institute and prepares for the higher studies. The mentor guides the student for the competitive exams, higher studies and SIP and campus placement.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
1443	583	19	00

(b) No. of students outside the state   0

(c) No. of international students   0

Men
No	%
1093	54

Women
No	%
931	46

	Last Year						This Year					
	GEN	SC	ST	OBC	PH	Total	GEN	SC	ST	OBC	PH	Total
BBA	101	52	4	62	1	**220**	84	53	12	115	0	**264**
BCCA	63	90	9	58	0	**220**	73	94	11	84	0	**264**
MCM	6	9	0	6	0	**21**	34	38	3	29	2	**104**
MBA	75	72	10	67	0	**224**	66	66	10	78	0	**239**
Ph.D.	2	1	0	0	0	**3**	4	0	0	0	0	**4**

Demand ratio   2.25:1   Dropout % 0.5

5.4 Details of student support mechanism for coaching for competitive examinations (If any)\

The Institute has a separate Cell for Training which is led by a member of faculty who is designated as Incharge of Career Development and Training. All career related activities are organised under this cell.

The Coaching for Competitive examinations are organised every semester including those which are necessary for the perspective of promoting Placements of the students in the Industry. Experts are invited from the professional coaching Institutions and Industry professionals guide the students on various themes and topics which are identified through an evaluation process.

The Trainings are provided in the areas such as:
Aptitude Development
Current Affairs
Resume Writing
Behavioural Conduct
Interview techniques
Guidance is also provided on Internships and Summer Projects.

No. of students beneficiaries | 1400 |

5.5 No. of students qualified in these examinations

| NET | 1 | SET/SLET | NIL | GATE | NIL | CAT | 18 |

| IAS/IPS etc | NIL | State PSC | NIL | UPSC | NIL | Others | NIL |

5.6 Details of student counselling and career guidance

Career Guidance is organised under the supervision of In charge Career Counselling. A faculty member designated with this portfolio makes the information available to the students on various career options. The Career counselling also hold seminar on various career options by inviting experts on the subject. The Guidance Cell has linkages with many Professionals who provide timely input to the students on various aspects of career

No. of students benefitted | 450 |

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
65	771	430	26

5.8 Details of gender sensitization programmes

AABHA is an event especially organized to celebrate International women's day. The event aims to bring awareness amongst the women students and staff on Women empowerment and women rights. It also aims at sensitizing the students towards the gender equality. The daylong event comprises of Informative sessions, Recreational Activities as well as Training in Self-defense, Entrepreneurship etc.

On September 25, 2017, a daylong event was organised for the students of DAIMSR . The objectives of the event were to
1. To make the students understand the importance of self-defense.
2. To make them aware of different self-defense techniques.

Mr. Bharat Thakre, 4th *dan black* belt holder having 17 Years' experience in Karate Coaching, Yoga and rope skipping, President-Karate Tiger Krida Sanstha, Vice President of Amatuer Traditional Karate Association, Secretary of All Sports karate Association, Treasurer of Shotokon Karate international of India, was invited to orient the students towards Gender equality. He briefed about gender equality that could be brought through the self defense techniques that girl students can learn.

On January 06, 2018, a program on woman entrepreneurship was organised under the banner of ICC and AABHA. The objectives of the event could be enlisted as follows:

1. To provide information to students about the opportunities for women entrepreneur in different domains of business world.
2. To provide information to students aware of the challenges faced by women entrepreneurs. How women can cope with challenges and ensure a balance between work and life.
3. To provide information about the various reasons of stress and how to cope with it.
4. To channelize ideas of students about women entrepreneurship as well as women empowerment through poster making competition.

Total 91 female students of DAIMSR attended the programme. Students get information about the various opportunities for women entrepreneur in different domains of business world. Students get to know the challenges faced by women entrepreneurs in business world and how to overcome those challenge by acquiring knowledge, information and hard work. Students are able to analyse various reasons of stress in their life Through poster making competitions students were able to channelize their ideas and represent them in the form of posters. Every poster had some massage which relate to women empowerment.

5.9   Students Activities

5.9.1   No. of students participated in Sports, Games and other events

State/ University level [0]   National level [11]   International level [0]

No. of students participated in cultural events

State/ University level [24]   National level [0]   International level [0]

5.9.2   No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level [0]   National level [11]   International level [0]

Cultural: State/ University level [24]   National level [0]   International level [0]

5.10   Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	NIL	
Financial support from government	212	9830625
Financial support from other sources	NIL	
Number of students who received International/ National recognitions	NIL	

5.11   Student organised / initiatives

Fairs   : State/ University level [0]   National level [0]   International level [0]

Exhibition: State/ University level [0]   National level [0]   International level [0]

5.12   No. of social initiatives undertaken by the students [10]

5.13   Major grievances of students (if any) redressed: NIL

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

> **Vision**: To develop a centre of excellence for value-based management education and research through commitment and continuous learning, strategically partner the industry and be conscious to societal responsiveness.
>
> **Mission**: To prepare students to become creative, risk takers and ethical leaders throughout their professional career.
>
> To develop skills that prepares future managers to succeed in an ever-changing business environment.
>
> To provide an atmosphere for students to solve complex organizational issues and not get mired in the traditional paradigm of management.

6.2 Does the Institution has a management Information System   YES

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

> The Institute is affiliated to RTM Nagpur Universities and all the programmes offered by the institution follow the University Curriculum. For this reason the institute is constraint in its efforts to directly impact the curriculum. Yet in order to meet its Programme Objectives and to fulfil its Vision and Mission the institute has taken several measures to ensure that there is continuous effort to include the content which fills the gap between what the University Curriculum teaches and what the institute's Vision guides.
>
> The feedback collected from various stakeholders is collated and the information is sent to the Universities authorities for implementing it in the curriculum. The Institute also has introduced several specialised courses in the form of Certification courses in order to bridge this gap. Students are encouraged to enrol in these courses which are developed on the 'Content beyond Syllabus' principle. Several such courses are offered to students on a regular basis.

6.3.2 Teaching and Learning

A central class-wise timetable is prepared for the every semester towards the end of previous semester and distributed in advance to all the members of faculty.

The Teaching plan is prepared by the course group, verified by the course head and then presented by the group before the team of senior members of the faculty. Suggestions for improvement are provided and necessary changes are incorporated before the plan is implemented. The teaching plan includes the following aspects:

(a) Aims and learning outcomes or objectives.
(b) Structure of session and schedule of the activities.
(c) Best teaching and learning practices to achieve learning outcomes.
(d) List of contents and key topics.
(e) Learning resources to be given to the students.
(f) Assessment or evaluation method.
(g) Content beyond Syllabus
(h) Planned Field visits
(i) Guest/ Experts lecture etc.

The continuous and cyclic iterations of the exercise bring about incremental positive changes in the teaching learning process of the institute.

6.3.3 Examination and Evaluation

The Institute is gradually moving towards implementing the Outcome Based Education' (OBE)for all its programmes. This has impacted the Examination and Evaluation system of the Institute also. The examination system follows the process of evaluation based on the models used in OBE. The setting of examination questions is based on the 'Blooms Taxonomy'. The Institute has provided sponsorship to all the members of teaching to undergo an FDP on OBE on the NPTEL platform. The examination and evaluation are thus increasingly adopting OBE. The PO-CO mapping has helped in defining the evaluation system and this has resulted in considerable improvement in bringing objectivity to the evaluation system of the Institute. In order to further reform the examination process, the Institute has plans to shift a vast majority of examination based on MCQs and Online mode.

6.3.4 Research and Development

The Research Committee of Dr. Ambedkar Institute of Management Studies & Research has been constituted under the guidance of Dr. Sudhir S. Fulzele, Director (DAIMSR). The Research Committee of Dr. Ambedkar Institute of Management Studies & Research was established in the year 2010. The Research Committee has been constituted with the express purpose of improving the research output and the committee members are to act as guides for the faculty.

Constitution:
The Research Committee comprises of the following Members:
1. Dr. Sudhir S. Fulzele, (Director) Chairman
2. Dr. Nirzar Kulkarni - In-charge of Research Cell &Member Secretary
3. Dr. Ashutosh Paturkar- Member
4. Dr. Sujit Metre- Member
5. Dr. Mujahid Siddiqui - Member

The Research Committee aims to ensure quality research output from the DAIMSR Faculty Members. It is imperative for the growth and development of the organization. The express aim of the Research Committee is to guide, develop and improve the quality of research produced as well as the guidance, qualitative development and domain specific improvement of the Faculty Members. The Research Committee is to act as guides for the Faculty Members of DAIMSR.

6.3.5   Library, ICT and physical infrastructure / instrumentation

A portfolio of Library and learning resources was created and the work being assigned to a faculty . The portfolio is built to fulfil the following objectives.

1. Provide current library materials and databases that support the academic curriculum

2. To ensure the availability of books for issuing it to the user as well as keeping it as a reference copy at library.

3. To ensure the availability of regular issues of Newspaper, Magazines, National-International Journals.

4. To make available and be updated with books/ magazines which are useful for students preparing for various competitive examinations.

5. To involve students in the maintenance of the library and thereby inculcate service mindedness in them on the one hand and library consciousness on the other.

6. To separate the less used collection and shift to the compact shelving.

7. To maintain the LIS by updating it and removing out of date material.

8. To collect user inputs at regular intervals through Periodic Feedback system in different formats to identify and address gaps in facilities and services and to evaluate and enhance quality of information services and products.

9. To orient the newly enrolled library user to the facilities and services provided by the library and also to provide guidance on accessing electronic databases (infonet) to faculty and scholars.

10. To encourage students to use the library by motivation and to inculcate reading habits and self-study among the students.

11. To develop awareness of library resources and then usage in relation to preparation of assignments, term papers, project reports, etc.

12. To provide all kind of support to the Differently abled students to access the library resources.

6.3.6 Human Resource Management

The institute has developed a long term plan in order to attract and retain its talent from both the academic and administrative staff. The institute believes in empowering its staff through the process of decentralization of authorities and providing autonomy to individuals to learn and grow in their careers. The Institute follows a 'Portfolio Approach' of management by providing every faculty with a distinct designation which outlines an individual's role in the organisation and also inculcates a sense of belongingness to every individual. The designated role provides not only a sense of purpose to individuals but also develops a sense of responsibility.

Every individual is provided with autonomy to chalk out his/her own plan of how he/she can make an impact on the organisation through the allotted portfolio and also given financial power to create a sense of ownership of the institution. Incentives are provided for participation in developmental activities such as seminars, conferences and Faculty development programmes. A separate budget for each of the members of faculty for Research related activity is also granted so as to incentivise research. Timely payment of all dues and Salaries to every member of staff and making available all benefits like maternity and paternity leaves, group Insurance Plan etc. are part of the institute's efforts to improve its HRM practices.

6.3.7 Faculty and Staff recruitment

The institute is guided by the norms of various bodies including the affiliating university, the government of Maharashtra as well as the approving bodies such as AICTE and DTE in its Faculty and staff recruiting Policy.

The Institute follows a transparent and norms based procedure for recruitment of its faculty and staff. The Policy as applicable in providing reservations to various sections is strictly followed by the institution. Complete and strict compliance is done while recruiting the staff. All recruitments are authorised by the University and approval of the various teaching posts are obtained from the affiliating University. The Appointments of Interview boards and experts panel is done as per the guidelines of the University and cent per cent compliance with the Qualifications and desired experience is followed in the process of recruitment.

6.3.8 Industry Interaction / Collaboration

The Industry collaboration with the institute takes place in various forms. The institute invites experts on it advisory bodies form the Industry. Two Industry experts also provide their guidance as a part of IQAC. The Institute regularly engages with the industry professionals by means of Invited Guest Lectures and Speakers during various events hosted by the Institute.

The Institute has also signed MoUs with 10 different Industries, which provide regular inputs and assistance in training, Curriculum development, Placements and Internships to the students.

6.3.9   Admission of Students

The Admissions to various programmes of the institution is done according to the norms of various bodies governing them. The University guides the admission process of BBA,BCCA and MCM programmes whereas the Centralised admission process conducted by the state government is followed by the MBA programme. The admissions are conducted through the Admission Cell, which places advertisements for wide publicity of the programmes offered by the Institute. Merit based admission is provided to the students opting to enrol in various programmes of the Institute.

6.4 Welfare schemes for

Teaching	1
Non teaching	1
Students	1

6.5 Total corpus fund generated   Rs. 5,71,55,397

6.6 Whether annual financial audit has been done   Yes ✔   No ☐

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Experts committee of Academicians	Yes	IQAC
Administrative	Yes	Experts committee of Academicians	Yes	IQAC

6.8 Does the University/ Autonomous College declare results within 30 days?   Not Applicable

For UG Programmes   Yes ☐   No ☐

For PG Programmes   Yes ☐   No ☐

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

Not Applicable

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

Not Applicable

6.11 Activities and support from the Alumni Association

The institution has a registered Alumni Association under the Societies Registration Act (Registration No. MAH-449/011). The Alumni Association of the institution contributes to the development of the institute by the following means:

1. The Association helps the Placements Cell of the Institute to provide active assistance to place the students of various programmes of the institute.

2. The Association also helps in identifying the Internships opportunities for the students.

3. The Alumni also regularly provides the students with Live Projects.

4. The members of the Alumni Association are invited as Guest speakers in the institution.

5. The members of the association also participate as Resource Persons to various Academic Events organized by the institute.

6. The members of the Alumni Association have played an active role in preparation and Validation of Certification Course Syllabus as well as contribute as Resource persons to these courses.

6.12 Activities and support from the Parent – Teacher Association

At DAIMSR, the parents-teachers meet for the academic year 2017-2018 was held in on 7th April 2018. The meeting started at 9.00 am to 1:00 afternoon. During this program the meritorious students from BBA, BCCA, MCM and MBA were felicitated at the hands of the Director of the institute Dr. Sudhir Fulzele.

The meeting started with welcome address BY Director of the institute Dr. Sudhir Fulzele. The purpose of this meeting was:

- To evaluate the progress of the students in this academic year, in the curricular as well as extra-curricular and co-curricular activities.
- To remind about rules and regulations of the institute.
- To inform the parents that, they too are responsible for the progress of their ward.
- All the class teachers and the subject teachers addressed the Parents. Following key points were discussed in the Meet:
- Attendance of the students.
- Unit Tests , Sessional and Final Semester exam marks.
- Behaviour of the student in class.
- Carreer opportunities and areas of concern.

Key highlights of the meeting:

The PTM was organized on Saturday, 7th April 2018. All the parents were communicated 7 days in advance about the meeting and confirmations were taken about their presence in the meeting. Parents of about 45 students attended the meeting. The meeting began with a welcome note from the Dean – Administration, Dr. Nirzar Kulkarni. Dr. Ruhi Bakhare was the organizer of the meet. Feedback forms were filled up by the parents. The meeting was dispersed after refreshments.

1. Students should be involved more in social activities and sports.

2. More companies should be brought for field work, internships and live projects.

3. The institute should focus on overall personality development of students particularly English communication.

4. Mentors should guide students for selection of specialization in the 3rd semester.

6.13 Development programmes for support staff

The college has been instrumental in devising development programs for its staff. In the last academic year of 2017-2018 we have organised few development programs. Workshop on Excel was taken for the supports staff in which basic function of excel were taught to them which are used in day to day operations.

An orientation program on University Act was conducted for the staff so that they could be well versed with the acts and regulation of the university.

Investor awareness program of SEBI was organised for the Support staff of the Institute.

6.14 Initiatives taken by the institution to make the campus eco-friendly

1. Establishment of Environment Club: In collaboration of Bombay Natural History Society, Mumbai and Wildlife Conservation Trust, Mumbai. The proposed and conducted activities of the Environment Club includes: Development of recycling programme for its waste paper, cans and bottles etc. avoid usage of disposable paper, plastic, foam cups and plates, to prevent usage of aerosol sprays and fire extinguishers that contain CFCs, development of policy and strategy to reduce water consumption in the campus etc.

2. Energy Conservation: Increasingly use the natural sources of lighting, maintenance of all electrical installations and electronic equipment to avoid leakages and conserve energy. Replacement of old and high-energy consumption equipment are continuously replaced with more modern and energy efficient equipment and devices etc.

3. Rain Water harvesting: The institute has created a rainwater harvesting system, which collects; filters and stores water for non-potable usage. The catchment areas are provided with conduits to collect the water, the water is diverted to the storage tanks, and a majority of the water is used to recharge the ground water levels. The non-sewage drains carry water directly to the recharge areas as also to the plantations

4. Plantation: Improving the air quality through 11 variety of plants, are been planted across the campus which protect the environment by removing the following pollutants from the environment like Formaldehyde, Carbon monoxide, Benzene, Xylene, Ammonia etc.

"5. E-waste Management: The Institute has adopted the three 'R' Model (Reduce, Reuse & Recycle). At the first stage, the institute tries to reduce the generation of the e-waste by using the old equipment and gadgets to the extent possible. Technologically obsolete material is transferred to places and persons who may still make use of these. The institute also has identified institutions and organizations which can reuse the equipment (Mostly Computers and it's peripheral devices), the institute donates these materials to such organizations. Many organizations have benefitted for this Re-Use Programme. Every piece of e-waste generated is collected and passed over to the recycling agency, which are approved by the Maharashtra State Pollution Control Board (MPCB). The Institute has also placed E-Bins in the institute premises for safe disposal of e-waste.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

The following initiatives have been introduced during the academic year 2017-18 which have made significant positive impact on the functioning of the Institute:

1. Improvising the Feedback mechanism to include the 360 degrees feedback and introducing the objectivity in the feedback questionnaire has helped in creating a better understanding of many facets which were hitherto ignored in the feedback

2. Introduction of the Outcome Based Education across all the programmes has resulted in increased understanding of the objects to be stated in the courses and their relevance with the Institutes Vision and mission.

3. OBE has also made the examination and evaluation much more structured and efficient in terms of the stated objects of a course and the expected outcomes in terms of students learning from the course.

4. MCQ based online examination system has increased the transparency and removed the subjective bias in evaluation of answers by the mebers of the faculty.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

The beginning of the year plans included the following major items:
1. NAAC Accreditation with a higher grade
2. Preparing Policies and SoP for Certification and Consultancy
3. Improvising the Evaluation System
4. Improvising the Feedback System
5. Migrating to New MIS Software
6. Set the Faculty publication Targets

All the above items have been achived through a concerted efforts of Faculty, Staf and Students of the Institute.

The Institute has achieved A Grade in NAAC in the month of October 2017.
The Online system has been introduced although partially, and is likely to be fully implemented at least in the PG Programmes.
The Migration to the New MIS is on the finishing stages
Two new Policies and SoPs have been implemented.
The Faculty and Students Research publications have been 75% achieved.

7.3 Give two Best Practices of the institution *(please see the format in the NAAC Self-study Manuals)*

Title of the Practice 1:
Campus Enterprise: An idiosyncratic Model for Entrepreneurship Education.

2. Goal
This practice was developed and introduced to provide a unique platform to the students of the institution for development of Entrepreneurial potential by providing them necessary guidance and a hands-on experience of starting a venture, before they can actually start their own business. Beginning one's own enterprise requires a fair amount confidence and abilities of a varied nature, these cannot be built through classroom teaching alone. The practice aimed to attain the following goals:
- To promote entrepreneurial skills development amongst the students.
- To create a unique platform, which enhances the experiential learning of entrepreneurship.
- To leverage the opportunities of creating new business ventures by the students.
- To build up a sustainable model, which will not just train the students, but will provide them with motivation and required skills to establish their own business in future.

3. The Context
The education system needs to continuously look for means and methods to evolve and overcome the challenges that it faces in light of socio-economic, technological demographical and administrative development. Newer trends bring in newer challenges and seek solutions to resolve them. Similar is the case with the education system more specifically the teaching pedagogy. New models are required to be developed to train the students in the changing times. One such trend is the aspect of entrepreneurship, which has noticed rapid changes. This field has been particularly impacted by the technology.
Changing times are opening new opportunities and these are needed to be leveraged by the new generation. The economic benefits of entrepreneurship to an individual as well as to the society are immense.
The next perspective is that the students of Tier-II and Tier-III cities offer limited opportunities for working on meaningful 'Live Projects'. The internships offered to the students by companies in smaller cities are not always up to the mark and does not offer relevant work in areas of interest of the students. Most students end up getting 'Selling Assignments' from firms offering these internships. The institute needed to buck this trend and think of introducing

4. The Practice
A group of students who had evinced interest in the area of entrepreneurship were gathered and were asked to work on a business proposal which can be started within the campus, while the students still continue to study. A group of faculty members from diverse areas were appointed as a panel of advisors to
the group of students. The cohorts worked on the idea of creating a 'Campus Enterprise', which can do 'real' business with the outside world. The students did multiple round of discussions and deliberated on many ideas, the members of faculty facilitated these debates and eventually it was decided to start a Business consulting firm.
The Business firm will seek the work from the local business firms and provide them services in multiple areas of business including Recruitment, Training, Business Development, Legal Advisory Services, Web solutions, Project finance etc. The consulting areas were planned keeping in view the expertise of the Faculty Advisors and the interest areas of the students. The next step was to gather capital for investment in the firm, the group of seven students pooled in a minimum capital of Rs. 500/- (Rupees Five hundred) each to meet the immediate expenses such as printing of Brochure and stationery. The institute provided the working area and support facilities within the campus premises.
The students then worked for contacting clients and getting consulting work. The students were awarded by five firms and they completed their Summer internships as entrepreneurs. Five of these students began working fulltime on their Business Plans and have launched their own startups within a short duration after completion of their MBA programme

The practice has been sustained over a period of three years and has been continuously supported by the batches of new students enrolled in the programme. The Newer batches have created a new set of services as per their areas of interest and competencies. The business has been evolving and new batches have carried forward the practice. Over a period of three years, Campus Enterprise has gained many reputed clients from the region and the process of developing entrepreneurs from the campus has gained impetus. The model is well received by the students' community and is fully being operated under the Entrepreneurship Center of the institute. Looking at the success of the Entrepreneurship Center, a dedicated Place of work with all the amenities has been created within the Campus and the Campus Enterprise is fully activated.

The process of identifying the next set of entrepreneurs for the new batch of students has been streamlined and the students' community has a large stake in the process of conducting the activities and event all through the year.

5. Evidence of Success

The students were able to generate ideas for business by utilizing the opportunity through the 'Campus Enterprise'. The initial target was to train the students in the art of doing business. The students were made to feel the importance of being 'Owners' of their own business and to gather a team of people and work effectively, understanding their own strengths and appreciating the contributions made by the team of 'Partners in Business'. The students were given a target to generate business at least 10 times their invested capital and generate a profit of 50% of their revenues. The period for clients' acquisition and Service delivery as well as realization of the payments were determined as 50 days. This was achieved quite easily by the group of students. Their success stories were carried by local media. The profits earned

from the 'Campus Startup' has given the students the confidence to venture into entrepreneurship. At present after 3 years of successful operations of the Campus Enterprise, 6 different startups are in the process of formation. Newer batches are being introduced and they have begun work on their ideas. Currently the Campus Enterprise counts over 50 local businesses as their clients and this list continues to grow.

6. Problems Encountered and Resources Required

There were quite a few challenges that were encountered during the initial phase of the establishment of 'Campus Enterprise'. The primary challenge was giving an assurance to the student's community by the Faculty Advisor, that their project will be successful. The motivation level of the students is continuously required to be maintained, so that they do not lose interest, before any tangible results are realized. The students needed to be trained for working in a group and their personal differences were to be kept in check so that they work as a cohesive team, rather than individually. The Institute did not had a

dedicated place of work for such a 'Venture, hence financial assistance was required to build up the Entrepreneurship Center and equip it with the necessary facilities in order to provide support to the Entrepreneurial Venture.

The guiding and advising to students who work for the Campus Enterprise consume a lot of time of faculty Advisors. The Faculty Advisor need to monitor the work almost on a daily basis and regular meeting with the members of the Campus enterprise is required to exercise control. Since the financial matters are involved in the Operations, the transparency and accountability by the members requires special attention. The institute is required to spare some space for providing an exclusive workplace for the Campus Enterprise and initially some resources like Stationery, Computing facility and internet connectivity needs to be provided for establishment of the Entrepreneurship Center, in case such facilities already do not exist within the institution.

Title of the Practice 2:
Reinforcement of Students' Support and Supplementing Skills Development through 'Mentoring Program'

2. Goal

The presence of a caring adult in the life of a student is important in assisting students to overcome adversity and augment achievement at the place of learning. The mentoring programme of DAIMSR seeks to provide such a presence by establishing a trusting relationship between students and the mentor that:

- Focuses on the needs of the student
- Models and fosters caring and supportive relationships to increase
- Self-confidence, awareness and management of behavior
- The Positive attitudes towards assisting others.
- Develops active Student Faculty relationship
- Recognizes that some students may become dependent
- Creates a synergy with other interventions that are in place.

3. The Context:

A Student enrolled in a programme faces a large gamut of issues both on academic and personal front. The students often find themselves without help in situations, where critical decisions are to be taken. Some situations such as deciding upon a career path, opting for Course of specialization, picking a company for internships and opting for companies for final placements. Apart for these decisions, a student also requires many types of support in terms of guidance in studies, behavioural counselling, help in developing of specific skills etc. Appointing a Career/Psychological counsellor may not be adequate and appropriate solution as these services are not available at all times, as also one or two of these persons may not be sufficient to handle a large group of students. Considering this situation, the institute devised a plan to appoint fulltime faculty mentors for the students enrolled to various programmes. As soon as the student enrols for the programme he is assigned a Faculty Mentor who takes care of the academic, behavioural and counselling needs of the student.

4. The Practice

Mentoring is a very effective strategy to provide students with the emotional and instrumental support that students need, to achieve their goals in a Professional Programme. By providing information, guidance, and encouragement, mentors can play an important role in nurturing students' aspirations, helping them prepare for their academic success and, advising them on how to make successful transitions from an academic programme onto their first Job. In addition, mentoring for students in an institution, helps students to feel more connected and engaged on campus, which can ultimately improve student performance and outcomes. The prevalence and positive impact of mentoring has been proved in a large body of social science research on various dimensions of Mentoring for students.

This Practice is implemented for all the programmes with special emphasis on Post Graduate Management Programme. Once the student is enrolled in a programme, the preliminary assessment (including a written test and an interview) of the students is conducted. Post assessment, results are analysed and an Academic Mentor is allotted to the student. From this point onwards the mentor begins the process of a dialogue with the mentee. The Mentor-Mentee relationship is based on the guidelines given in the mentor mentee relationship Policy. The policy documents mentions the specific roles and responsibilities of both mentor and mentee. The broad outlines of responsibilities of a Faculty mentor the following affairs:

Provide Support to the mentee in devising an Action Plan considering his/her goals and abilities.

- Building a relationship of mutual trust and respect with the mentee.
- Be accessible and available to the mentee.
- Maintaining one-to-one or group interaction with the mentees.
- Ensuring his/her regular attendance in all activities of the institute.
- Maintaining Personal Records of the mentees.
- Guiding mentees for Career preferences.
- Conducting Personality grooming sessions for mentees.
- Monitoring Academic Progress.

- Actively listening to mentees to understand their needs and expectations.
- Offering feedback on mentees academic and Co-curricular performance.
- Dealing with any issues or problems of mentees, wherever it is appropriate.

These set of responsibilities help build within the institute an environment which enables closer bonding of the students with the institution. The interactions and interventions help in resolving several issues which otherwise are difficult to even come to notice leading to dissatisfaction and discontent and ultimately to Dropout.

A Special interaction hour for the mentor with his mentee is allocated, where mentor and mentees meet and engage in Learning and development activities. The activities include a variety of engagements including:
1. Management Games
2. Book Review
3. Language Training
4. Sector Presentation
5. News Analysis (Intercept)
6. Seminar Presentation
7. Team Building Exercises
8. Group Discussions

These exercises, conducted amongst a small group of Mentees, makes the environment within the institution much more rewarding. The mentees are also able to communicate their problems in a much more open and friendly atmosphere. This leads to quick identification and easy resolution of problems of the students.

5. Evidence of Success
With the implementation of the Mentoring Program, the institute intended to built up an environment of trust and cooperation, where students feel free to discuss their careers, learning goals and their difficulties. It was also intended to create a support system for every student enrolled in the programme, which can provide necessary guidance and solutions to their problems. Since the beginning of the mentoring program, it has become very easy for the student to share their problems and take help whenever needed from mentors as there is propinquity in relationships. Similarly working closely with a small group of students has helped in identifying each individual's strengths and weaknesses as well as plan better behavioural interventions for the student group as a whole. Personal problems of the mentees are resolved at the mentor level only and hence there is dramatic fall in grievances of the students. The issues which used to escalate to Director's Office have almost vanished, which has smoothed the administrative processes.
The attendance of the students is consistent and any deviation is quickly removed with the timely intervention of the Mentors. The organization wide communications has improved and students satisfaction levels have shown a steady rise as reflected in the student's feedback.
The most significant contribution of the mentoring program has been a near zero cases of Dropout in majority of the Programmes run by the institute. The institute's flagship Post Graduate Management Programme has 'Zero Dropout Rate' during the past three years. These factors indicate the success of the Mentoring Program at DAIMSR. Since the implementation of Mentoring Program for the year 2007, the institute has also gained a lot of prominence amongst the student's community. The institute has consistently attracted better quality students (based on Centralized Admission Test Scores) when compared with the other institutions. There is definitely a positive impact of the Mentoring Program on the overall

6. Problems Encountered and Resources Required
Since the Mentoring Program has an institute wide impact so, it is bound to create a set of challenges in many areas. The foremost challenge is to accommodate the time for conducing activities of the mentoring program within the already constrained Academic Calendar (More so in Programmes with semester/trimester pattern). Since the Mentoring activities are run parallel for a smaller group of students, generally comprising of 20-30 students, extra space (Classrooms) are required. In certain cases extra resources such as inventory for conducting Management Games may also be required, but these may be

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in terms of administrative responsibilities increases substantially. The skills of every faculty member need to be constantly upgraded through continuous training. These training would normally comprise of Counseling Skills, Career Guidance training, Preparation for conducting Mentoring Activities, Record Keeping and Analysis, etc.

7.4 Contribution to environmental awareness / protection

1. Establishment of Environment Club:

In collaboration of Bombay Natural History Society, Mumbai and Wildlife Conservation Trust, Mumbai. The proposed and conducted activities of the Environment Club includes:

Development of recycling programme for its waste paper, cans and bottles etc. avoid usage of disposable paper,plastic, foam cups and plates, to prevent usage of aerosol sprays and fire extinguishers that contain CFCs, development of policy and strategy to reduce water consumption in the campus etc.

2. Energy Conservation:

Increasingly use the natural sources of lighting, maintenance of all electrical installations and electronic equipment to avoid leakages and conserve energy. Replacement of old and high-energy consumption equipment are continuously replaced with more modern and energy efficient equipment and devices etc.

3. Rain Water harvesting:

The institute has created a rainwater harvesting system, which collects; filters and stores water for non-potable usage. The catchment areas are provided with conduits to collect the water, the water is diverted to the storage tanks, and a majority of the water is used to recharge the ground water levels. The non-sewage drains carry water directly to the recharge areas as also to the plantations.

4. Plantation:

Improving the air quality through 11 variety of plants, are been planted across the campus which protect the environment by removing the following pollutants from the environment like Formaldehyde, Carbon monoxide, Benzene, Xylene, Ammonia etc.

5. E-waste Management:

The Institute has adopted the three 'R' Model (Reduce, Reuse & Recycle). At the first stage, the institute tries to reduce the generation of the e-waste by using the old equipment and gadgets to the extent possible. Technologically obsolete material is transferred to places and persons who may still make use of these. The institute also has identified institutions and organizations which can reuse the equipment (Mostly Computers and it's peripheral devices), the institute donates these materials to such organizations. Many organizations have benefitted for this Re-Use Programme. Every piece of e-waste generated is collected and passed over to the recycling agency, which are approved by the Maharashtra State Pollution Control Board (MPCB). The Institute has also placed E-Bins in the institute premises for safe disposal of e-waste.

7.5 Whether environmental audit was conducted?   Yes   No

☑   ☐

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

8. **Plans of institution for next year**

The Major Plans for Next year are outlined as under:
1. Obtaining NBA Accreditation for MBA Programme.
2. Implementing Online Examination fully in PG programmes and Partly in UG Programmes.
3. Completing the migration to New MIS system.
4. 20% members of Faculty to apply for Research Funding under various schemes.
5. Partly transferring faculty related administrative function to new MIS.
6. Achieving 100% Research Publication Targets.
7. Improving the NIRF ranking of the Institute.

Dr. Mujahid J. Siddiqui   **Dr. Sudhir S. Fulzele**

Signature of the Coordinator, IQAC   *Signature of the Chairperson, IQAC*

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