

SELF STUDY REPORT

SUBMITTED TO



**National Assessment and
Accreditation Council**



**Dr. Ambedkar Institute
of Management Studies & Research
Deeksha Bhoomi,
NAGPUR**

March 2017



TABLE OF CONTENTS

PART A. PREFACE

PART B. EXECUTIVE SUMMARY & SWOC ANALYSIS

PART C. PROFILE OF THE COLLEGE

PART D. UNIVERSITY AFFILIATION LETTER, COMPLIANCE LETTER & DECLARATION

PART E. APPROVAL LETTER FROM AICTE FOR MBA PROGRAMME

PART F. CRITERIA WISE ANALYTICAL REPORT

CRITERION I: CURRICULAR ASPECTS

1.1	CURRICULUM PLANNING AND IMPLEMENTATION	01
1.2	ACADEMIC FLEXIBILITY	09
1.3	CURRICULUM ENRICHMENT	15
1.4	FEEDBACK SYSTEM	25

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1	STUDENT ENROLMENT AND PROFILE	28
2.2	CATERING TO STUDENT DIVERSITY	37
2.3	TEACHING-LEARNING PROCESS	42
2.4	TEACHER QUALITY	52
2.5	EVALUATION PROCESS AND REFORMS	59
2.6	STUDENT PERFORMANCE AND LEARNING OUTCOMES	67

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1	PROMOTION OF RESEARCH	71
3.2	RESOURCE MOBILIZATION FOR RESEARCH	79
3.3	RESEARCH FACILITIES	83
3.4	RESEARCH PUBLICATIONS AND AWARDS	86
3.5	CONSULTANCY	91
3.6	EXTENSION ACTIVITIES AND INST. SOCIAL RESPONSIBILITY	93
3.7	COLLABORATION	102



CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1	PHYSICAL FACILITIES	115
4.2	LIBRARY AS A LEARNING RESOURCE	122
4.3	IT INFRASTRUCTURE	130
4.4	MAINTAINANCE OF CAMPUS FACILITIES	137

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1	STUDENT MENTORING AND SUPPORT	141
5.2	STUDENT PROGRESSION	166
5.3	STUDENT PARTICIPATION AND ACTIVITIES	174

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1	INSTITUTIONAL VISION AND LEADERSHIP	194
6.2	STRATEGY DEVELOPMENT AND DEPLOYMENT	203
6.3	FACULTY EMPOWERMENT STRATEGIES	212
6.4	FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION	219
6.5	INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)	222

CRITERION VII: INNOVATIONS AND BEST PRACTICES

7.1	ENVIRONMENT CONSCIOUSNESS	229
7.2	INNOVATIONS	233
7.3	BEST PRACTICES	237

EVALUATIVE REPORT OF THE DEPARTMENT

ANNEXURES

I	LAYOUT OF LIBRARY - EAST CAMPUS
II	LAYOUT OF LIBRARY - WEST CAMPUS
III	AUDITED STATEMENTS
IV	MASTER PLAN
V	IEQA REPORT





PREFACE

“Knowing yourself is the beginning of all wisdom”

- Aristotle

This SSR document was created with a view to meet the expectations of the NAAC Committee. However, over time it developed into an exercise of introspection and self-development. It has been an onerous task but while working to fulfill the expectations, it developed into as an exercise of self-evaluation, recognition and also as a grounding mechanism for the institute as well as members of the faculty.

The humongous task was divided into certain smaller manageable portions for doing justice to every question that needed answers. Yet, as time went on, we ourselves started to realize that this has become a holistic exercise involving all the stakeholders of our institute and we realized how important it truly is. It has become an exercise in benchmarking, developing, improvising, innovating and experiencing the environment that we have cultivated within our institute, since the better part of three decades.

The rich history of this institute, our growth story, has inspired us to move forward with a renewed sense of zeal and a willingness to face all upcoming challenges head-on.

The task, once divided, helped gain greater insight into the workings of all aspects of the institute. It also brought to light the various developments, the impact on both the faculties as well as the student community that have been with us through our journey, over time.

The SSR Report brought all the faculties together and forged greater team-work, clearer vision, and developed better peer-to-peer relations and now shines as a guiding light towards what we expect will be a glorious future together. It has helped us analyze and identify the reasons for our success and given us greater understanding of how we can develop our institute so that we may serve our stakeholders better.

The task was not easy. Yet the results were of great help in rejuvenating the institute. The identification, measurement and development of our processes and activities and studying the impact it has had on crafting the futures of many bright minds that our institute has trained has been a heartening exercise indeed.

It is our aim to ensure that each and every day the institute functions, we shall become better versions of ourselves. The SSR Report has now become a benchmark upon which all the members of the faculty, the administration and the management will strive to improve, incorporate and sustain for the betterment of all our stakeholders.

With this report, we feel our work has just begun and as we await eagerly, the Peer team to show us how much has been accomplished in the beginning and how the road ahead, lies.

- Dr. Sudhir S. Fulzele, Director



EXECUTIVE SUMMARY

Established in the year 1987, Dr. Ambedkar Institute of Management Studies and Research (DAIMSR) was one of the only three institutions offering Management Programmes in Nagpur City at that point of time. Located in the historical, Deeksha Bhoomi premises, in the heart of Nagpur city, DAIMSR has grown from a department of Dr. Ambedkar College, to a full-fledged standalone institution offering five different Programmes under the faculty of Management. Two under graduate Programmes BBA and BCCA along with three post-graduate Programmes MBA, MCM, & PGDCCA, as well as, Doctoral Programme in Management are offered by the institution with a combined intake capacity of 1000 seats. The institute has highest intake capacity amongst all the standalone Management Institutions affiliated to RTM Nagpur University. The institute has consistently produced university rank holders and its flagship MBA programme is the largest in the city from amongst all the affiliated institutions. Four out of five programmes offered by the institution have been granted permanent affiliation by the university. The institute is also the first Management institutions in the city to be awarded as a recognized Research Center by the University. The institute is known in the region for its delivery of high quality and rigorous academic training.

» CRITERION-I – CURRICULAR ASPECTS «

The institute's Vision and Mission stems from the principles of value based education which aims to create a strong learning environment that enhances academic attainment, and develops students' social and professional relationship skills that last throughout their lives. The Vision clearly states that, knowledge is attained only through a holistic approach while precepts and ethos are the two inseparable components of knowledge. These principles are reflected in every action and initiatives of the institution. In pursuit of attainment of the stated vision and mission the institute has developed a structured methodology for implementation of the curriculum.

Effective teaching practices are adopted by the institution and it supports every initiative which can bring about a qualitative improvement in teaching practices including training the faculty and staff, sponsoring participation in FDPs and providing technological resources to augment the teaching and learning process. Industry and academia collaborations are



promoted to develop a practical bias in the teaching. The teachers are encouraged to participate in development of curriculum and regular interactions with the alumni and students are utilized to provide a feedforward to the faculty members to improvise curriculum or design new certification courses. The institute also takes special measures to achieve the stated learning objectives; Key Questions Method, Summarization Method, CLAD Learning Model are some of the practices which have been adopted to ensure achievement of learning outcomes. The institute has used specific inputs from various stakeholders and has designed many certification and diploma courses for the students which provide academic flexibility to its programmes. Skills development is one of the major thrust areas in which the institution has worked continuously. Over the years the institution has been able to identify many activities which are specifically designed to build the relevant and unique skills in the students of its various programmes. Continuous efforts are made to enrich the programme through research and understanding the changing needs of the industry. The Industry Experts who visit the campus contribute in provide their unique inputs thus, bridging the knowledge gap. Feedback plays a crucial role in shaping the curriculum enrichment programmes as they lead to the precise directions in which the institute must proceed in order to fill the gaps that exist in the programme delivery. Many initiatives have been started using the feedback from various stakeholders and this feedback has been constructively used to build up and strengthen the curriculum and such feedback has been shared with the university in order to pass the benefits to larger mass of students. The representation of the institute's faculty members on various bodies of the university has helped in achieving this goal.

» CRITERION –II – TEACHING LEARNING & EVALUATION «

The institution understands the importance of transparency as a means of sustained growth and as a measure of reputation; hence its activities and processes are deeply influenced by the principles of transparency. Every process from admissions to assessments and placements of the students has been designed with transparency in mind. The institute strictly adheres to the guidelines issued by the various bodies like the Affiliating University, the State Government, AICTE and Directorate of Technical education while designing the processes of the institution. The institution has always been ahead in promoting the diversity amongst the student's community and has provided all possible support needed by the



weaker sections of the society for enabling them to have access to quality education.

The transparency practiced by the institution has yielded remarkable results and thus the institution has been successful in building a conducive environment for all sections of the society to acquire knowledge. The specially-abled students are provided with support in various ways including Reading and Writing assistance, easy mobility and assisted learning. Every member of the institute is sensitized towards the needs and challenges of the specially-abled students. The campus is disability friendly with ramps and chairs provided at all desired places.

Every student enrolled in the institute is carefully assessed for his/her needs and all necessary inputs are programmed around the identified needs of the students. The institute also applies the process of Formative and Continuous Feedback assessment which helps every student in identifying his/her strengths and weaknesses. The periodic assessment helps in planning remedial classes and other such initiatives for both slow and fast learners. The Teaching and Learning Process of the institution is planned through a structured and time-bound process. Academic Calendars, Teaching Plans and Evaluation criteria are all previously planned and plans are adhered to with greater emphasis on balancing the rigid norms with flexibility to adopt when needed. Although the institute's IQAC is in a nascent stage, its functions are being streamlined in a progressive manner for increased participation in quality monitoring and evaluation processes.

The values as ingrained within the institution's Vision and Mission help in promoting innovation and independent as well as group learning. The institute continues to strive in discovering and promoting new and innovative technologies and methods for improved learning experiences. The use of ICT and Smart Classrooms has been implemented across the institutions. In order to make the learning experience more practical and relevant, outside the campus learning and hands on sessions have made a great impact on removing the monotony and rejuvenating the classroom teaching experience both for teachers and students.

Development of teachers as a resource has been accorded a great significance by the institution. This initiative has been one of the primary means in developing a conducive and enabling environment for the teachers' learning and academic progress. Opportunities to participate in Seminar, Conferences, and Workshops through sponsored schemes of the



institution are provided to facilitate this initiative. Incentivizing the research work through various means such as reimbursement of expenses, grant of preparatory and duty leaves as well as provision of resources are some of the measures being introduced by the institute.

▶ **CRITERION –III – RESEARCH CONSULTANCY & EXTENSION** ◀

The institute has been recognized as a Research Center with a capacity to enroll 20 students under the Ph.D. programme in management. The research work of the twenty Ph.D. Scholars enrolled is continued in the institute. The Research Committee of the institute monitors and promotes research related activities in the institute. The research committee makes recommendations and suggestion for improvement of research activities within the institute. A five year plan is prepared with targeted achievements and is further subdivided into annual plans which are to be accomplished in a given year. This has resulted in steady growth of the research activities of the institute.

A research policy has been made and implemented with the aim of promoting an enabling environment to carry out research and consultancy activities by the members of the faculty. The students' research activities are also promoted through a structured programme comprising of participation in research workshops, presenting research work in conferences as well as live research projects of the industry. A research activity '*Sankalan*' aimed at promoting independent research work amongst the student's community is organized by the institute. Research related training and guidance are also conducted for the students to impart necessary skills for undertaking research. Summer Internships and Project Works are also used as a tool to promote research within the students' community of the institute.

Faculty members have made research contributions via participation in both National and International level Conferences. They have also been empanelled as Conference Sessions Chairman, Keynote speakers and Individual researchers in various such conferences. The institute also host annual Research seminar '*Acumen*', which attracts researchers from across the country. The major thrust areas of research by the institute are Macro-economic issues and social impact, Entrepreneurship & MSME, Financial education and inclusion. The research cell of the institute organizes various activities such as conducting special sessions by invited guests and researchers. The faculty of the institute has made substantial



contribution to the external bodies by sharing the research with agencies for further action. The institute has made progressive increase in the budgetary allocation for research related activities. The quantum of allocation has increased from 2.6% to 6.51% of the total budget in the last four years. The provision of Rs. 5.0 lacs has also been made which the faculty members can avail for research purposes. Sponsored participation in research conferences and Seminars is also provided to the students of the institute. The institute also receives grants from various beneficiaries for development of research facilities within the institution and such grants have been utilized to strengthen the research infrastructure in the institute.

Various institutional initiatives ensure that the students have enough opportunities to engage in meaningful social responsibilities that promote good citizenship behavior. The active involvement and participation of Social Bodies, members of the faculty, students and the management of the institution has facilitated in the building of a high performance institution. Active engagement through dialogue and discussion is used as a feeder in shaping the policies and plans of the institution.

The outreach and extension Programmes are developed with an aim of making significant contribution to the society and in the process sensitizing the students towards the social problems faced by the ordinary citizens as well as the needy sections of the society, this aim is fulfilled through a series of initiatives for which both students and institution make voluntary contributions. The institute has developed constructive relationships with many social organizations to jointly work on such outreach and extension activities.

The institute endeavors to develop collaborations with other institutions, social bodies and body corporate to actively expand its outreach and network for the benefit of its student body. The institute entered into MoUs with some of the leading corporates including TCS, Axis Bank, Dinshaw's, Karvy Stock Broking, etc. These collaborations have borne fruit by providing the students' community of the institute with the opportunities of SIPs, Live Projects and Final Placements as well.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

The institute's infrastructure supports every teaching and learning activity and is equipped to enhance the learning experience of the students. The facilities are developed by assessing



the current and future needs of the institution. The various needs pertaining to Teaching Learning, Computing , organizing guest lectures, Presentations, Holding meetings and organizing events, recreations, etc. are considered and based on these, the infrastructural facilities are developed. The facilities are planned through a three year perspective plan which forecasts future needs. The facilities also include specific provision for Girls and Boys common room, entrepreneurship cell, placement and career guidance cell, Pantry, conference room and medical rooms etc.

Special care is taken to create a disability friendly infrastructure, where the special needs of the students can be met. The institute has made special arrangement in Washrooms, Library, Computer center, Pathways and Doorways as well as Lifts and ramps are all equipped to provide ease in mobility to the students with special needs. For any emergency medical needs of the students as well as the staff of the institute, provisions have been made for first aid facilities and doctors on call available to attend to medical emergency. The institute has tie-up with a large corporate hospital near the campus to address any emergent situation. Provision for cashless treatments up to Rupees 2 lacs has been made for every staff member of the institute.

Library and reading rooms equipped with online resource center, reading rooms and special facilities for disabled students. Availability of over 4000 sq. ft. of library space offering a range of services including Collection and Delivery of books, Cataloguing and ordering new editions , Reprographics facility, Book restoration and digitization of manuscripts etc.

The IT infrastructure of the institute is constantly updated with latest technological devices including, Computers, Scanners, Printers, Webcams, Projectors and other devices. The campus has over 400 computers and 4 servers all installed with licensed software. Uninterrupted power supply through inverters and Generator sets is provided for the computer center in order to ensure smooth conduct of all its functions including Online Examinations. The entire campus is Wi-Fi enabled with 20 Mbps leased line connection ensuring an adequate bandwidth for all the users. E-learning resources are made available which are made use of extensively by the students and staff of the institute.

Every classroom is equipped with a Computer, Projector and Audio system along with internet connectivity to facilitate ease in ICT usage for teaching learning process. Provisions are made in the annual budget for upkeep and upgradation of the IT infrastructure of the



institute. The maintenance of all infrastructural facilities are done through Annual Maintenance Contracts with the suppliers and external agencies are appointed for all equipment including, Generator, Lift, Water Purifiers, Electrical Installations etc.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

The student community of the institute is provided support in multiple ways and means. The primary need of information is provided through comprehensive information in the prospectus and student's guide specifically prepared for the students' community which details every bit of information that the student may need in order to effectively perform his duties as the student of the institute. Scholarships and Freeships are available to the students as per the government norms and these are processed through a dedicated staff member who assists the students in this matter. Student's participation in various bodies of the institute ensures transparency in the operations. Coaching for students who wish to pursue higher education or appear in competitive examinations are organized on a regular basis. Ph.D. Entrance test, UGC-NET and SLET are some of the examples of these coaching classes. Student skill development is one of the major thrust areas of the institute. All activities for development of necessary skills are undertaken for their benefit. Remedial classes for major courses are conducted to support the slow learners. Extra-curricular activities are held all through the year to promote talents of the students in various fields. Entrepreneurship is promoted through E-Leap- Center for Entrepreneurship, of the institute. The institute has developed a very effective entrepreneurship development programme and various activities under this center are aimed at creating new business and providing guidance and advisory support to the students. Incubation of startup of the students is also done under the entrepreneurship cell of the institute. The entrepreneurship cell has associations with many Startup Networks as well as with E-cells of IIT Bombay and IIT Kharagpur.

Students of the institute have been able to secure jobs in Public Sector Banks and other institutions through the support and guidance provided for Career development and specialized trainings provided to them. The Career assistance provided through the Training and Placement Cell of the institute has also resulted in successful placement of over 70% of its Post graduate students. Alumni Association of the institute is a registered body which has a fair share in providing inputs and participating in shaping the career development plans of students of the institute.



Internal Complaint Committee, Women's Grievance Cell and Anti-Ragging Committee are established in the institute to provide a comprehensive mechanism for redressal of complaints at all levels.

Students' participation in various Sports, Cultural and extracurricular activities are planned and a year wise calendar of events is prepared giving wide opportunities to students to develop their talents in a variety of field apart from academics, 13 such events are organized every year. The students of the institute have performed at both local and national level events and have brought laurels to the institute in a variety of disciplines in sport and games as well as cultural events. The student's council plays a central role in organizing these activities and these events are fully funded by the institution, with some of the events getting sponsorships from some commercial establishments.

CRITERION VI: INSTITUTIONAL VISION & LEADERSHIP

In accordance with the stated Vision Statement of the institute a distinctive policy which involves all stakeholders at various levels for attainment of stated objectives in VMO is followed. The primary responsibility for attainment of objectives is taken up by the management, Members of Faculty and the leadership lies with the Director of the institute. The Management provides for necessary resources and Infrastructure, while the Director ensures the effective utilization of these resources in the process achieving growth and development of the institute with a focus on delivering qualitative results. The senior staff ensures the execution of Plans and Policies of the institute using the resources and adhering to the quality standards as desired. The Policies and Plans are effectively reviewed by holding discussions and meeting with the teaching staff and Administrative personnel. These are followed by a comprehensive feedback of stakeholders for measuring the attainment of objectives. The members of faculty are guided by the top management in performing the tasks allocated to them, guidance and supervision for efficient execution of said tasks is provided, by the senior members of the faculty and this creates a line of leadership within the institution. The senior faculty members assume the role of Mentors while providing guidance, also allow a wide scope to the faculty for performing his/her tasks with autonomy and independence. The policies and execution plans are developed by the senior members of the faculty, the finalization of which is done only after they have been tabled to the rest of



the members and discussions made. This ensures that the policies are shared and agreed upon before the process of implementation begins.

The institute Quality Framework is the guiding principle for all its policies and procedures, the policy is reviewed through a process of audit. The perspective plans for a period of 3 years is made with an intention to set a benchmark for targeted achievements. The Organization Structure is well defined and the communication channels are also defined with clear boundaries of authority and reporting systems. This helps in smooth administration of the institute. Clearly stated quality improvement strategies in the areas of Teaching-Learning, Research & Development, Community Engagement, Human Resource Management and Industry interface act as corner stones of policy formulation and continuous improvements. Director of the institute holds the primary responsibility of gathering feedback for seven set of stakeholders and this acts as a means of creating a roadmap for continuous improvements in quality policies. The organizing of events and activities is monitored by the Director and provides necessary impetus and motivation to the members of the faculty, while communicating the expected outcomes from such events.

CRITERION VII: INNOVATIONS AND BEST PRACTICES

In today's world, only those who innovate can survive. The institution has the mission to 'break the mundane' and look beyond the ordinary. The institute has been progressing towards the future, embracing innovation and adopting change. In its journey towards the future, the institute has always been conscious of its responsibility towards the society and the nature. The institute constantly strives to help conserve the environment. The Institute conducted a green audit of its campus in order to understand the areas which may need special attention in the campus in order to reduce the adverse impact on environment from the activities of the institute. The institute has been gradually working towards reducing its environmental impact upon identifying its areas of improvement. The institute has established an Environment Club in association with Bombay Natural History Society, Mumbai and Wildlife Conservation Trust, Mumbai in order to increase the activities of environment conservation in the institute. Vigorous efforts have been taken by the institute minimize the loss to the environment. Efforts are on in the areas of water conservation, Waste Management, safe disposal of E-waste disposal etc.



On the innovation front, both academic and administrative innovations are being introduced. The institute has developed a model for learning in which application of a particular concept with the real world implications in implementation is emphasized. Thus, every concept that is explained is supported by the application of the concept which makes the study more meaningful. Similarly, the institute has introduced 'Micro-Teaching Exercises for the faculty members, to build up a set of highly skilled faculty members. This exercise has enhanced the teaching skills of the faculty members to a large extent. Another method of improving the academic input is to introduce supplementary content in each course. The constraints of the syllabus offered by the university is overcome by usage of supplementary content which helps add value to the existing inputs of a course. This gives students a chance to learn more. The institute considers that work environment must be both challenging and engaging for the members of the faculty. It is therefore important to understand how engaged the faculty members are with their respective work profiles. The institute uses scientific measurement tools to understand the levels of engagements of faculty members and to understand his/her well-being. This helps building a stress free environment for the staffmembers. Two best practices that the institute has initiated are one related to the promotion of entrepreneurship amongst the students by creating a campus enterprise and best practice dealing with skill development of students through an elaborate mentoring programme. The groups of students engage in a series of activities, performed in group as well as individually, under the guidance of the Mentor. These practices have delivered phenomenal results over the years.





SWOC ANALYSIS

STRENGTHS



Successful Past Record: The Institute is one amongst the oldest established in the city and the region and has been on a continuous growth trajectory. Beginning with a single programme with a 60 seats and steadily rising to the present with 5 Programmes with a combined intake capacity of 1000 seats; the institute has registered a remarkable growth since inception. Its flagship MBA programme has the highest intake capacity amongst all the affiliated institutions in the region.

Faculty Asset: The institute has been able to recruit and retain some of the best available Faculty talents in the region and is a strong base upon which all the institutes' initiatives driven. The Overall work experience as well as the Industry experience of the faculty members is the highest amongst all the institutions offering similar programmes in the city.

Academic Rigour: The institute has been able to create an academically rigorous environment and its programmes are considered as one with greater emphasis on development of specific skills amongst the students. The feedback from stakeholders has been very encouraging on the academic front, and their satisfaction with respect to the academic rigor of the programmes has been very strong as has been revealed through the feedback.

Physical Infrastructure: The institute has developed a superior quality of physical infrastructure which places the institute in a comfortable position with respect to expansion of new programmes or increasing the intake of existing programmes.

Students' participation: One of the distinctive features of the institute is the participation of student in skills enhancement activities which indicates that the student's learnings are indeed useful is fulfilling the expectations of the student's community.

WEAKNESSES



Quality of Students at Entry level: The institute has little to no control over the quality of the students enrolling into the programme. The steady decline in the student quality may be attributed to the centralized admission process and also to the continuous flow of quality



students to major cities of the country. However, the institute endeavors at all levels to uplift the student body to greater standards of excellence.

Curriculum Enhancement is Constrained: The institute is affiliated RTM Nagpur University and has to follow the curriculum as proposed by the University. The modification of university syllabus is a tedious process and sometimes incorporates knowledge which may have become redundant over a period of time. The introduction of new contents at a later stage also hampers the quality of the curriculum because by then it might no longer be relevant to the student or the business environment he/she may be stepping into.

Fiscal Uncertainty: All the programmes of the institute are run on a self-financed basis. In absence of financial assistance from other sources and uncertainty of admissions in some of the programmes leads to fiscal uncertainty and hence the developmental activities cannot be planned in the longer term. This also severely impacts the expenditure under other necessary heads such as Infrastructure and Research.

Quality of Research & Consultancy: Although efforts have been made to bring about qualitative improvement in the area of research and consultancy, they are yet to yield the desired results. The research and publication is also limited to some average quality as the faculty members have very less available time for pursuing the research activities.

OPPORTUNITIES



Industry Connect: The institution has built up a stronger linkage with the industry and its standing amongst the recruiters and employers has gained a lot of ground over the years. This can be enhanced and the students' community of the institute can be benefitted from such linkage. The opportunities for Live Projects, Internships and Final Placements can also be developed, derived and delivered to the student body.

Leveraging the City Growth: Over the next five years, it is expected that the city is going to witness a new set of business developments in certain areas of academics and industry. This which may bring in new talents both in terms of Teaching Faculty and Students, this opportunity can be leveraged to absorb most of the new talents likely to arrive due to the paced developments.



Increased focus on Higher education: There is an increased awareness amongst, hitherto oblivious masses of the population who wish to pursue higher education. This would translate into availability of newer segments of the society that want to follow such pursuits. These can be drawn into the institute and can thus ensure a steady supply of students in the future.

Rising Demand from Industry for Skilled Workforce: The industry is increasingly falling short of adequately skilled workforce, as per the latest studies. The skills development of the students is one of the major differentiator of the institute and hence if the focus can be increased on skills development, it can be leveraged as a competitive advantage in future.

CHALLENGES

Improving the Students Campus Experience: The ever-rising expectations of the student community has gained an impetus due to the increased exposure and facilitated by Information technology has widened their scope and perceptions. Matching their expectations with respect to the areas of programme execution, quality delivery, placement services and infrastructural facilities is an onerous task. Additional resourced need to be created and the existing ones must be developed keeping this in mind.

Cost Efficiency: The present fees charged by the institute are, evidently reasonable, for most of the students securing admission in the institute. But as the fees increase in the future, many students may find it a burden they are unable to meet. This in turn may result in many students from present segment turning towards other institutions offering similar programmes. Thus, bringing in cost efficiency in operations of the institute shall be required for sustainability.

Introducing New Programmes: In order to expand, the institute needs to introduce newer Programmes, which may help drive its future growth. However, with the current regulatory environment, Herculean efforts need to be taken both in terms of resource mobilization and completion of certain mandatory requirements. Accreditation is one such action that shall help in moving a step forward in this direction.



Competitive Market: Many new institutions are entering the city with stronger resources and these have increased the competition manifold. With the inward flow of such institutions likely to continue and increase in the future, the institute needs to gear up for the competition.





INSTITUTE PROFILE



PROFILE OF THE COLLEGE

1. Name and Address of the College:

Name :	Dr. Ambedkar Institute of Management Studies and Research		
Address :	VIP Road, Deeksha Bhoomi		
City :	Nagpur	Pin : 440010	State : Maharashtra State
Website :	www.daimsr.in		

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Director	Dr. Sudhir S. Fulzele	O: 0712-6521201 R: 0712-2531670	9822563970		ssfulzele@yahoo.com
Steering Committee Coordinator	Dr. Mujahid J. Siddiqui	O: 0712-6521204 R:	9890325497		mjsiddiqui@daimsr.in

3. Status of the Institution:

i.	Affiliated College	✓
ii.	Constituent College	
iii.	Any other (specify)	

4. Type of Institution:

A. By Gender

i.	For Men	
ii.	For Women	
iii.	Co-education	✓

B. By Shift

i.	Regular	✓
ii.	Day	
iii.	Evening	

5. It is a recognized minority institution.

Yes No

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

Not Applicable

**6. Sources of funding:**

i.	Government	
ii.	Grant-in-aid	
iii.	Self-financing	✓
iv.	Any Other	

7. a. Date of establishment of the college: July 1987**b. University to which the college is affiliated / governs the college (If it is a constituent college)**

Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)		Application submitted
ii. 12 (B)		Application submitted

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

Under Section/ clause	Recognition/ Approval details Institution/ Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	MBA Programme	05-04-2016	1 Year	Encl: PART E

(Enclose the recognition/ approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?Yes No **If yes, has the College applied for availing the autonomous status?**Yes No **9. Is the college recognized?****a. By UGC as a College with Potential for Excellence (CPE)?**Yes No **b. for its performance by any other governmental agency?**Yes No **10. Location of the campus and area in sq.mts:**

Location *	Urban
Campus area in sq. mts.	93446 sq. mts.
Built up area in sq. mts.	2778 + 7389 = 10167 sq. mts.

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)



11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

• Auditorium/seminar complex with infrastructural facilities		03
• Sports facilities		
Play ground		21150 sq. mts.
Swimming pool		NA
Gymnasium		✓
• Hostel		NA
Boys' hostel		NA
i. Number of hostels		
ii. Number of inmates		
iii. Facilities (mention available facilities)		
Girls' hostel		NA
i. Number of hostels		
ii. Number of inmates		
iii. Facilities (mention available facilities)		
Working women's hostel		NA
i. Number of inmates		
ii. Facilities (mention available facilities)		
• Residential facilities for teaching and non-teaching staff (give numbers available – cadre wise)		NA
• Cafeteria –	02	
• Health Centre –	NA	

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance- First Aid Health Centre staff –

Qualified doctor	Full time	×	Part-time	✓
Qualified Nurse	Full time	×	Part-time	✓

• Facilities like banking, post office, book shops	×
• Transport facilities to cater to the needs of students and staff	×
• Animal house	×
• Biological waste disposal	×
• Generator or other facility for management/regulation of electricity and voltage	✓
• Solid waste management facility	✓
• Waste water management	✓
• Water harvesting	✓

**12. Details of programmes offered by the college (Give data for current academic year)**

Sr. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
1.	Under-Graduate	BBA	3 years	12 th	English	286 (220+20%+10%)	266
2.	Under-Graduate	BCCA	3 years	12 th	English	286 (220+20%+10%)	263
3.	Post-Graduate	MBA	2 years	Any Graduate	English	240	224
4.	Post-Graduate	MCM	2 years	Any Graduate	English	150	43
5.	Post-Graduate	PGDCCA	1 year	Any Graduate	English	150	23
	Integrated Programmes PG						
6.	Ph.D.	Centre for Higher Learning & Research		Post Graduate	English	20	20
	M.Phil.						
	Ph.D.						
	Certificate Courses						
	UG Diploma						
	PG Diploma						
	Any Other (specify & provide details)						

13. Does the college offer self-financed Programmes?Yes No If yes, how many? **14. New programmes introduced in the college during the last five years if any?**

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	<input type="text" value="01"/>
-----	-------------------------------------	----	--------------------------	--------	---------------------------------

15. List the departments:

Faculty	Departments	UG	PG	Research
Commerce	Commerce	BBA	MBA	Ph.D.
Commerce	Commerce	BCCA	MCM & PGDCCA	

**16. Number of Programmes offered under:**

- a. Annual System
- b. Semester System
- c. Trimester System

05

17. Number of Programmes with

- a. Choice Based Credit System
- b. Inter/Multidisciplinary Approach
- c. Any other (specify and provide details)

05

18. Does the college offer UG and/or PG programmes in Teacher Education?Yes No

If yes,

a. Year of Introduction of the programme - Not Applicable

b. NCTE recognition details (if applicable) - Not Applicable

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes No **19. Does the college offer UG or PG programme in Physical Education?**Yes No

If yes,

a. Year of Introduction of the programme - Not Applicable

b. NCTE recognition details (if applicable) - Not Applicable

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes No **20. Number of teaching and non-teaching positions in the Institution**

Positions	Teaching Faculty						Non-Teaching Faculty			
	Professor		Associate Professor		Assistant Professor		Non-Teaching Staff		Technical Staff	
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government	04		07		49					



Recruited	03		02		26	13				
Yet to recruit	01		05		10					
Sanctioned by the Management/ society or other authorized bodies					10	20			01	
Recruited					07	03	20		01	
Yet to recruit					00	00	00		00	

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.	03	00	02	00	12	10	27
M.Phil.							
PG					11	11	22
Temporary teachers							
Ph.D.							
M.Phil.							
PG							
Part-time teachers							
Ph.D.							
M.Phil.							
PG					02	01	03

22. Number of Visiting Faculty / Guest Faculty engaged with the College.

20

**23. Furnish the number of the students admitted to the college during the last four academic years.**

Categories	Year 1 (2015-16)		Year 2 (2014-15)		Year 3 (2013-14)		Year 4 (2012-13)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	130	102	134	99	84	88	74	76
ST	09	10	10	10	11	8	14	6
OBC	112	95	128	83	108	72	95	86
General	174	161	122	110	118	115	143	138
Others	27	12	26	16	27	22	31	7

24. Details on students enrollment in the college during the current academic year (2016-17):

Type of Students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	411	275		3	689
Students from other states of India	118	16			134
NRI students	00	00			
Foreign students	00	00			
Total	529	291		3	826

25. Dropout rate in UG and PG (average of the last two batches)

UG (BBA)	8.75%	UG (BCCA)	5.21%	PG (MBA)	0.64%	PG (MCM)	0.85%	PG (PGDCCA)	00
----------	-------	-----------	-------	----------	-------	----------	-------	-------------	----

26. Unit Cost of Education

(Unit cost = Total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) Including the salary component

Rs. 27708

(b) Excluding the salary component

Rs. 10993

27. Does the college offer any programme/s in distance education mode (DEP)?Yes No

If yes,

a) Is it a registered centre for offering distance education programmes of another University?

Yes No

b) Name of the University which has granted such registration.

NA

c) Number of programmes offered

NA

d) Programmes carry the recognition of the Distance Education Council.

Yes No



28. Provide Teacher-student ratio for each of the programme/course offered

UG (BBA)	1:128	UG (BCCA)	1:90	PG (MBA)	1:15	PG (MCM)	1:18	PG (PGDCCA)	1:4
---------------------	--------------	----------------------	-------------	---------------------	-------------	---------------------	-------------	------------------------	------------

29. Is the college applying for

Accreditation : **Cycle 1** **Cycle 2** **Cycle 3** **Cycle 4**

Re-Assessment:

30. Date of accreditation* (applicable for Cycle 2/ 3/ 4 and re-assessment only) - Not Applicable

31. Number of working days during the last academic year. **218**

32. Number of teaching days during the last academic year **119**

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports) to NAAC. - Not Applicable

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information) - NIL





RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY

Established by Government of Central Provinces Education Department by Notification No.513 dated the 1st of August 1923 & presently a State University governed by M.U. Act, 1994)

Re-accreditation by NAAC 'A' Grade

Office: Department of Board of College and University Development, Administrative Building, Mahatma Jyotiba Fule Education Campus, Amravati Road, Nagpur-440 033 (M.S) (INDIA)

Website: www.nagpuruniversity.org / e-mail : directorbcud@nagpuruniversity.nic.in

Dr. D. K. Agarwal
Director, BCUD

Phone No.2042962

No.RTMNU/BCUD/2017/G/51
Date : 16 /01/2017

TO WHOM SO EVER IT MAY CONCERN

This is to certify that, **Dr. Ambedkar Institute of Management Studies && Research, Deeksha Bhoomi, Nagpur-440010(M.S)** is affiliated to the Rashtrasant Tukadoji Maharaj Nagpur University since 2002 and recognized by the University Grants Commission. The following Courses/Subjects are taught in the said college as per approval.

Sr. No.	Courses/Subject	Duration of the course	Affiliation (Permanent/Temporary)	Validity period
1	Bachelor of Business Administration (BBA),	3 Year	Permanent	Permanent
2	Bachelor of Commerce (Computer Application)	3 Year	Permanent	Permanent
3	Master of Computer Management (MCM)	2 Year	Permanent	Permanent
4	Faculty of Commerce Master of Business Administration (MBA)	2 Year	Permanent	Permanent
5	P.G.D.C.C.A.	1 Year	Temporary	2016-2017

Yours sincerely,

(Dr. D. K. Agarwal)
Director, BCUD



P. P. Dr. Babasaheb Ambedkar Smarak Samiti's

Dr. Ambedkar Institute of Management Studies & Research

Deeksha Bhoomi, Nagpur-440010 (Maharashtra State) India

■ Tele: 0712 -6521204, 6501379, 6521203 ■ Fax: 0712-2238954
■ Email : info_mba@daimsr.in ■ Website : www.daimsr.in

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that Dr. Ambedkar Institute of Management Studies and Research fulfils all the norms,

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body (such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.) and
3. The affiliation and recognition (if applicable) is valid as on date.

In case the affiliation/recognition is conditional, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Place: Nagpur

Date: 17 March 2017



DIRECTOR

DR. S. S. FULZELE
DIRECTOR

**Dr. Ambedkar Institute of
Management Studies and Research,
Deeksha Bhoomi, Nagpur.**



P. P. Dr. Babasaheb Ambedkar Smarak Samiti's

Dr. Ambedkar Institute of Management Studies & Research

Deeksha Bhoomi, Nagpur-440010 (Maharashtra State) India

■ Tele: 0712 -6521204, 6501379, 6521203 ■ Fax: 0712-2238954
■ Email : info_mba@daimsr.in ■ Website : www.daimsr.in

Declaration by the Head of the Institution

I certify that the data included in the Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution, after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Place: Nagpur

Date: 17 March 2017



DIRECTOR

DR. S. S. FULZELE
DIRECTOR
Dr. Ambedkar Institute of
Management Studies and Research,
Deeksha Bhoomi, Nagpur.



F.No. Western/1-2809602882/2016/EOA

Date: 05-Apr-2016

To,

The Secretary,
Tech. & Higher Education Deptt.
Govt. of Maharashtra, Mantralaya,
Annexe Building, Mumbai-400032

Sub: Extension of approval for the academic year 2016-17

Ref: Application of the Institution for Extension of approval for the academic year 2016-17

Sir/Madam,

In terms of the provisions under the All India Council for Technical Education (Grant of Approvals for Technical Institutions) Regulations 2012 notified by the Council vide notification number F-No.37-3/Legal/2012 dated 27/09/2012 and norms standards, procedures and conditions prescribed by the Council from time to time, I am directed to convey the approval to

Regional Office	Western	Application Id	1-2809602882
Name of the Institute	DR. AMBEDKAR INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH	Permanent Id	1-6680349
Name of the Society/Trust	PARAMPUJYA DR.BABASAHEB AMBEDKAR SMARAK SAMITI	Institute Address	DEEKSHABHOOMI, NAGPUR, NAGPUR, NAGPUR, Maharashtra, 440010
Institute Type	Unaided - Private	Society/Trust Address	DEEKSHABHOOMI, NAGPUR, NAGPUR, NAGPUR, Maharashtra, 440010

Opted for change from Women to Co-ed and Vice versa	No	Opted for change of name	No	Opted for change of site	No
Change from Women to Co-ed approved and Vice versa	Not Applicable	Change of name Approved	Not Applicable	Change of site Approved	Not Applicable

To conduct following courses with the intake indicated below for the academic year 2016-17

Application Id: 1-2809602882			Course	Full/Part Time	Affiliating Body	Intake 2015-16	Intake Approved for 2016-17	NRI Approval status	PIO / FN / Gulf quota Approval status	Foreign Collaboration/Twining Program Approval status*
Program	Shift	Level								
MANAGEMENT	1st Shift	POST GRADUATE	MASTERS IN BUSINESS ADMINISTRATION	FULL TIME	The Rashtrasant Tukadoji Maharaj Nagpur	180	180	NA	NA	NA



All India Council for Technical Education
(A Statutory body under Ministry of HRD, Govt. of India)

7th Floor, Chandralok Building, Janpath, New Delhi- 110 001
PHONE: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-India.org

					University, Nagpur					
MANAGEMENT	2nd Shift	POST GRADUATE	MASTERS IN BUSINESS ADMINISTRATION	FULL TIME	The Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	60	60	NA	NA	NA

The above mentioned approval is subject to the condition that DR. AMBEDKAR INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH shall follow and adhere to the Regulations, guidelines and directions issued by AICTE from time to time and the undertaking / affidavit given by the institution along with the application submitted by the institution on portal.

In case of any differences in content in this Computer generated Extension of Approval Letter, the content/information as approved by the Executive Council / General Council as available on the record of AICTE shall be final and binding.

Strict compliance of Anti-Ragging Regulation:- Approval is subject to strict compliance of provisions made in AICTE Regulation notified vide F. No. 37-3/Legal/AICTE/2009 dated July 1, 2009 for Prevention and Prohibition of Ragging in Technical Institutions. In case Institution fails to take adequate steps to Prevent Ragging or fails to act in accordance with AICTE Regulation or fails to punish perpetrators or incidents of Ragging, it will be liable to take any action as defined under clause 9(4) of the said Regulation.

Note: Validity of the course details may be verified at www.aicte-india.org

Dr. Avinash S Pant
Vice - Chairman, AICTE

Copy to:

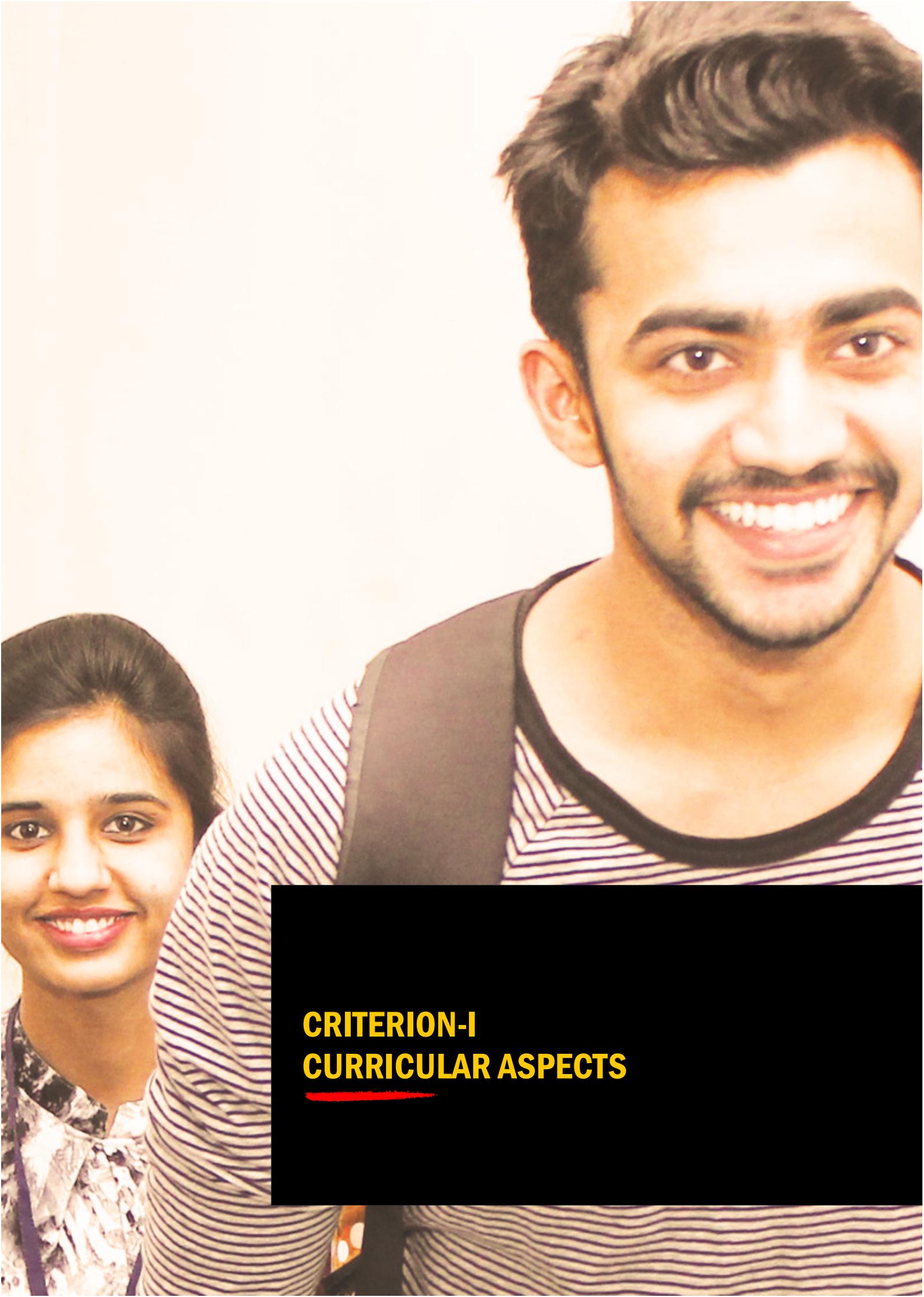
- 1. The Regional Officer,**
All India Council for Technical Education
Industrial Assurance Building
2nd Floor, Nariman Road
Mumbai - 400 020, Maharashtra
- 2. The Director Of Technical Education,**
Maharashtra
- 3. The Registrar,**
The Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
- 4. The Principal / Director,**
DR. AMBEDKAR INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH
DEEKSHABHOOMI, NAGPUR,
NAGPUR,NAGPUR,
Maharashtra,440010
- 5. The Secretary / Chairman,**
PARAMPUJYA DR.BABASAHEB AMBEDKAR SMARAK SAMITI
DEEKSHABHOOMI, NAGPUR,
NAGPUR,NAGPUR,
Maharashtra,440010



All India Council for Technical Education
(A Statutory body under Ministry of HRD, Govt. of India)

7th Floor, Chandralok Building, Janpath, New Delhi- 110 001
PHONE: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-India.org

6. Guard File(AICTE)



CRITERION-I
CURRICULAR ASPECTS



CRITERION I

CURRICULAR ASPECTS

1.1 CURRICULUM PLANNING AND IMPLEMENTATION

1.1.1 State the vision, mission and objectives of the institution and describe how these are communicated to the students, teachers, staff and other stakeholders.

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 prepare 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.

Quality Policy

We, the members of DAIMSR family, are committed to develop the institution into a model of business education for learning, practicing and building knowledge, raising the quality of education to global standards, catering to the expectations of stakeholders, while addressing the dynamics of the corporate environment.

Our Vision, Mission and Quality policy is communicated to students, teachers, non-teaching staff, parents and other stakeholders through every programme in the institute. The Director, through his address, communicates this information via the orientation programme to the newly admitted students at the beginning of the academic year.





The various modes of communicating the Vision and Mission to the stakeholders is as listed below:

- i) Vision and Mission statements are intimated to new students and staff at the time of admission, during orientation sessions and other such interactions.
- ii) The Vision and Mission statements have been displayed on the Institute website. The prospectus and Student Guide which is a document of reference for students and parents.
- iii) A translated version of Vision Mission and Quality policy in vernacular is communicated to stakeholders.
- iv) The Vision, Mission and Quality policy of the institute are prominently displayed on every floor of the institute building as well.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

Institute is affiliated to RTM Nagpur University, Nagpur and follows the University prescribed curriculum. The Academic and Activity calendar is prepared in advance by the Senior members of the faculty including Dean Academics, Dean Administration, Co-ordinator IQAC in consultation with the Director of the institute. The teaching hours required for each course is calculated considering its scope. These courses are then allotted slots in the time table to provide adequate time for coverage of the syllabus.

Step I: Academic calendar for the forthcoming academic session is prepared in advance during the preceding academic year and is then communicated to all members of the faculty. The members of the faculty are allotted Subject with respect to their expertise and preference by the Director in consultation with the faculty member.

Step II: A meeting is then held by group of members of the faculty allotted a common course. Discussions are held on the course preparation to be followed for effective execution of the curriculum.

Step III: All course heads propose a structured course plan in a predesigned format.





Step IV: Every Faculty member is then required to submit a lesson plan based on the number of days allotted for that specific course. The Lesson plan includes collaborative learning, group learning, use of e- resources, tests, group activities, work books, etc.

The Student's Guide prepared for each semester is provided to every student in order to familiarise him/her with inter alia the Syllabus, course plan and day-wise activities. The course faculty also discusses the Course plan with the students during the beginning of the semester by conducting a course orientation class.

The Course conduct is reviewed every month by the Dean Academics with the Subject heads. The timely completion of the course plan, pedagogical methodology and other planned activities are reviewed and deviations are identified. The deviations are then corrected by the requisite means such as allocation of extra classes, remedial classes, etc.

A final review of the course conduct is performed at the end of the every semester in order to conduct a comprehensive feedback from the faculty members. The problems confronted and the remedies employed are analysed. At the second stage the feedback collected from the students is also reviewed and communicated to the faculty members for improvisation of the individuals in implementation of the course.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the university and / or institution) for effectively translating the curriculum and improving teaching practices?

The teachers receive the following procedural and practical support for implementing the curriculum and improving teaching practices:

- The institute organises orientation programme for the faculty members both before and after syllabus revision to apprise teachers about the changes being introduced by the affiliating university. Upon revision of syllabus, Dean Academics along with the group of faculty members who teach a particular course discuss and review the changes. New and suitable teaching methods are devised during such interactions. Old methodologies and material are revised and renewed in order to improve the teaching practices.





- The institute provides newer technological resources in order to modify and improvise the traditional modes of teaching/learning to make the process student-centric.
- The institute provides the faculty members with other supports such as helping them to procure the latest references on the subject. Every year, a sufficient number of new additions of latest books, periodicals and journals are made available to teachers in the library.
- Library also has a large collection of CDs, DVDs and other audio-visual study materials that aid in supplementing the curriculum by providing them updated information in their respective courses.
- Members of the faculty are granted financial assistance by the Institute to attend Seminars, Workshops and FDPs.
- The members of the faculty are encouraged by the institute to invite the experts and industry professionals as guest faculty in order to supplement their teaching practices.
- The institute supports any initiative of the faculty to arrange the industry visits for introducing practical bias to classroom teaching.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the curriculum provided by the affiliating University or other statutory agency.

Many teachers of the institute actively participate in framing the Curriculum, in their capacity as members of the Syllabus Restructuring Committee for different subjects. Many participate in workshops at the developmental stage or in Syllabus Orientation workshops that are conducted after each revision of the curriculum.

The institution aids in every way to upgrade the infrastructure and procure resources for effective delivery of the curriculum. Teachers provide a host of additional resources while taking students beyond curriculum. Learning material is also made available to the students by the faculty members.

Bridge Courses and remedial courses are utilised as a mechanism to meet the needs of advanced and slow learners respectively.

The subject heads of respective Courses informally discuss the progress of syllabus and discuss the problems faced by students and make amendments in order to ensure effective transaction of the curriculum.





1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

The college as well as teachers are constantly looking for opportunities to integrate teaching with real life exposure for enriching and effective operationalisation of the curriculum:

- Guest lectures give students an opportunity to interact with experts from the field of academics and industry.
- Industrial visits are arranged in order to provide live exposure to recent trends in the relevant field. Students also take up minor projects (SIP) in industries for procuring hands-on training.
- The institute conducts an annual event “Aavhan”, in which speakers from industry, practicing managers provide insight to students on the current business environment and the contemporary challenges that the industry is facing as well as the likely issues and opportunities in near future.
- International scholars and experts visiting the campus on different occasions to interact with the faculty to provide valuable inputs on the current global scenario. This has helped in effective operationalisation of the curriculum.
- “SMILE”, a social project of the institute, teams up with several NGOs that provide scope for students to undertake surveys and research projects on issues of social relevance. Students of the Institute also engage in selling products of Sandya Sanwardhan Sanstha, an institute which runs school for specially-abled children. The money raised through selling of these products is donated to Sandya Sanwardhan Sanstha. This has made our curricula experiential and learning more meaningful
- Members of the Faculty regularly interact with the organizations such as National Sample Survey Organization, Public Health Institute (Govt. of Maharashtra), Western Coalfield limited (Navratna PSC), Minerals Exploration Corporation (Miniratna PSU), Manganese Ore India Limited (Miniratna PSC), etc. The faculty members also conduct training programme at these institutions.

1.1.6 What are the contributions of the institution and / or its staff members to the development of the curriculum by the university? (Number of staff members/departments represented on the Board of Studies, Student feedback, Teacher feedback, Stakeholder feedback provided, specific suggestions etc.)





The members of the faculty work on suggestions for syllabus revision from academic peers obtained through informal interaction and other forums for communication such as email, subject association activities, interaction with visiting faculty and other experts during academic gatherings like workshops, seminars and refresher courses.

Feedback on the present syllabi has been taken from present students and the inputs have been analysed. Some of the inputs provided by the students have been passed on to the respective Board of Studies. The coordinator of the Institute has served as the Chairman of BoS and member of academic council of the University for ten years. Three other senior Faculty members have served as Member of BoS and Syllabus Restructuring Committee of the Nagpur University.

The faculty members of the institute are actively involved in the Association of local Institutes (The Director of the Institute is serving as Secretary and Co-ordinator of the Syllabus Restructuring Committee) which is the body entrusted by the University BoS for preparing the draft syllabus for various UG and PG programmes. The inputs gathered from the students, teachers as well as other stakeholders are forwarded to the Syllabus Restructuring Committee, which effectively contributes to the development of curriculum. The recommendation of the Academic Advisory Board of the Institute is also formally made available through this body to the University, hence the institution plays an active role in development of curriculum.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it/ If 'yes' give details on the process (Needs Assessment, design, development and planning) and the courses for which the curriculum has been developed.

Yes, the institute does conducts its own add on courses for its students and has developed the curriculum for such courses through a Multi-layered process as illustrated below:

- (i) Inputs from the Corporate and Industry experts visiting the campus as well as the Alumni is obtained by the Placement Cell, and the Placement team shares such inputs in the Faculty meeting.
- (ii) These inputs are then analysed to assess the need of any additional knowledge over and above the syllabus, for which Add-on courses are developed.





- (iii) These are then forwarded to the respective Faculty group of that specific domain, who design and develop the curriculum, in consultation with other stakeholders.
- (iv) The final course content is then validated by appropriate Industry practitioner/s or Academician/s.
- (v) The final planning on the aspects of time and resource allocation, delivery, practical /on-job-training, assessment and Certification event is then finalized.

The following Ad-On courses have been designed through the above process:

Marketing Domain:

- Selling Techniques & Practices
- Applied Marketing Research
- Distribution Management Practices

Financial Management Domain:

- NISM - Mutual Funds Distributors Certification Examination
- NISM - Derivatives Market –Dealers Module
- NISM - Capital Markets – Dealers Module
- NISM - Research Analyst

Human Resource Domain:

- Effective Payroll Management
- Designing HR Manual
- Competency Mapping

Operations Management Domain:

- Certificate in Logistics & Supply Chain Management

International Business Domain

- EXIM Procedures and Documentation

General Management Domain

- Business Communication
- Language Laboratory
- Data Analysis using MS-Excel





Technology Domain

- DBA – Advance Oracle

1.1.8. How does institution analyse / ensure that the stated objectives of curriculum are achieved in the course of implementation?

Specific learning objectives are clearly spelt out along with the syllabus for each subject by the respective Board of Studies. Apart from this, departments of each programme also provide a list of objectives they hope to achieve through the teaching-learning process. All the faculty members while preparing a teaching plan outline the major objectives for each unit and sub-unit for each course. The institute applies the following mechanism, incorporated within the lesson plan, to assess whether the objectives have been achieved or not.

1. **Key Questions Method:** Each Faculty member has a set of questions for every Lesson, which are derived from the stated objectives for that specific session. The faculty member asks these questions towards the end of the session in order to assess the students understanding of the explained concepts. The answers given by the students help in evaluating the extent of achieving the objectives. The overall analysis for all the sessions conducted in the course determines the level of achievements of the stated objectives of the course in a qualitative as well as quantitative manner.
2. **Summarization Method:** The students after the end of the session are asked to present a summary of the key concepts learnt. The faculty member can evaluate the achievement of stated objectives based on the Summary presented by the students.





1.2 ACADEMIC FLEXIBILITY

1.2.1 Specifying the goals and objectives give details of the certificate / diploma / skill development courses etc. offered by the institution.

The institute offers various certificate and skill development courses, the details of which are given as below:

S. No.	Course	Goals & Objectives	Beneficiary
Logistics and Supply Chain Domain:			
	Certificate Course in Logistics (Awarding body Confederation of Indian Industries-Institute of Logistics)	The course aims at giving practical knowledge about the logistics and supply chain practices adopted by corporates and give hand on experience essential for handling the SCM processes.	Students of graduate and undergraduate programmes aspiring for careers in International Business and Operations Management.
Marketing Domain:			
	Selling Techniques & Practices	This course aims to impart practical skills in selling and to enhance the essential market skills for executing sales activities.	Students of graduate and undergraduate programmes aspiring for career in Sales domain.
	Applied Marketing Research	The objective of this course is to augment the Research Skills as applicable to the Marketing domain.	Students of graduate and undergraduate programmes aspiring for career in Marketing domain.
	Distribution Management Practices	This course creates a broader	Students of graduate and undergraduate





		understanding of functionality of Trade marketing and Distribution channels for Products and Services.	programmes aspiring for careers in Distribution of Goods and Services.
Human Resource Domain:			
	Effective Payroll Management	The course is designed to impart practical skills for preparing the payroll for organizations and the applicable regulatory framework.	Students of graduate and undergraduate programmes aspiring for careers in HR Domain.
	Designing HR Manual	To acquaint the learners with procedural aspects and implications of an HR Manual, and enable them in designing an HR manual.	Students of graduate and undergraduate programmes aspiring for careers in HR Domain.
	Competency Mapping	This course is designed to understand the end to end process of Competency mapping including Job analysis, development of scales and measurement.	Students of graduate and undergraduate programmes aspiring for careers in HR Domain.
International Business Domain			
	EXIM Procedures & Documentation	This course covers the procedures and	Students of graduate and undergraduate





		documentation as well as regulatory aspects as applicable in Exports and Imports, providing hands on experience to learners.	programmes aspiring for careers in International Business Domain
General Management Domain			
	Business Communication	This course enhances the learners knowledge of all forms of communications useful to business, including, B2B, B2C, preparing product Manuals etc.	All Students of graduate and undergraduate programmes who wish to enhance their knowledge on all aspects of business communications.
	Language Laboratory Training	This course help the learner in developing all round skills in English language including Reading, Writing, Speaking & Listening.	Course for all levels of learners of English Language, more specifically for students in need of English Language Skills.
	Data Analysis using MS-Excel	This course teaches basic operations of MS-Excel along with data analysis using Logical, Statistical, Mathematical and financial functions.	All students of graduate and undergraduate programmes.
Technology Domain			
	DBA – Advance Oracle	This course imparts advanced knowledge and skills in Data Base Administration using Oracle.	Students of graduate and undergraduate programme who wish to pursue a career in IT domain.





Skill Development Programme			
	Spoken English	The course comprises of functional English, with focus on developing practical English speaking using drills and practice sessions.	All levels of students who may need to enhance their English speaking skills.
	Aptitude Development (Module Based)	This course enables the learners to acquire Aptitude skills necessary to crack Competitive examinations as well as entrance exams of various recruiters.	Modules offered for various levels of students at graduate as well as undergraduate levels.
	Out bound Leadership Training	This course aims to build essential managerial qualities including leadership skills, team work, Communication and Adaptability.	This course benefits the students of graduate as well as undergraduate programmes.

Table 1. 1: Certificate , Diploma and Skills Development Courses offered

1.2.2. Does the institution offer programmes that facilitate twinning / dual degree? If 'yes' give details.

No. The college does not offer programmes that facilitate twinning / dual degree.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability.





Participation in activities outside the institution.

The students are encouraged by way of institutional sponsorships to participate in various intercollegiate competitions organised by regional and national level institutions. The various competitions such as paper presentations, quiz, business plan competition, debates, etc., provides the opportunity to the students to groom themselves and acquire managerial skills. Such competitions gives the students an exposure at the regional as well as national level, which enhances their competencies. Compensatory revision classes are conducted for these students at the end of each semester during preparatory holidays.

Certification courses

With an objective of enriching the subject knowledge and imparting practical skills required by the industry, the institute offers various certification courses to the students in their respective domains.

Special training (CAT/CET/PET, etc.)

The institute offers special preparatory sessions for students who aspire to pursue higher education. There is a provision of special coaching for examinations such as CAT, CET, PET, etc. In these sessions the training is provided on the topics such as Quantitative ability, Verbal ability, Reasoning ability, etc.

Online access to learning resources.

The students have the facility of accessing various learning resources on the institute's website. This ensures round the clock availability of study material to the students.

1.2.4 Does the institution offer self-financed programmes? If 'yes' list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

The institution runs all its programmes on a "Permanent No- Grant Basis". The institute follows admission process, curriculum, fee structure, teacher qualification, salary etc. as prescribed by the respective statutory authorities for each programme.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If yes provide details of such programme and the beneficiaries.





The courses mentioned in context of para 1.2.1 have been designed keeping in mind the regional and global employment markets.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the course /combination of their choice? If 'yes' how does the institution take advantages of such provision for the benefit of students?

No. the University does not provide for flexibility of combining the conventional face to face and distance mode of education for students.





1.3 CURRICULUM ENRICHMENT.

1.3.1 Describe the efforts made by the institution to supplement the university's Curriculum to ensure that the academic programmes and institution's goals and objectives are integrated?

The institute makes consistent efforts to supplement the University curriculum by organizing activities, which focus on integrating academic and overall development of students. These are as follows:

- Guest lectures, extension lectures, face to face interactions between industry experts and students and panel discussions.
- Field work and field surveys in the form of short term projects.
- Preparation of theme-based posters by students.
- Motivating students to participate in various intra and intercollegiate competitions.
- Use of language laboratory to improve basic linguistic skills of students.
- Assigning short term research projects to students under the guidance of teachers.
- Special "OJT" for students through CII.
- Workshops, seminars, poster exhibitions, role playing have been an integral part of the learning process.
- A special Mentoring hour during which various activities like INTERCEPT, Seminar, Extempore, GD, Case Analysis, Sector Presentation, Outbound leadership training, Aptitude, TABLET, Self & Career Management activities.
- The institution conducts various activities as listed below in order to supplement the university curriculum and to integrate the institutional objectives of holistic development, social responsiveness and value based education.

ACTIVITY	DESCRIPTION
Installation Day Events	The Induction programme of the institute culminates into the installation day, where sports and cultural events are organized for the 'New Batch'. The students compete with each other for awards in the categories of Best Class, Leadership, Team Spirit, etc.





Aagman	Aagman is an event which is hosted by the Senior Batch for the Fresh Batch of students. This occasion also provides an opportunity to introduce the Seniors to the juniors. Many Cultural and recreational activities are organized as a means to encourage the interaction between the Old and New batch of students.
Anubhuti	An Inter-collegiate competition, where the students get to team-up and organize a mega event. A competition of repute, DAIMSR has been successfully hosting this event for over ten years. The events comprise of Academic Events such as Debates, Case Study Presentation, Ad Making, Business Quiz and Personality Contests, While the Cultural events such as Singing, Dancing, Fashion Shows etc.
Ayaan	Students of the institute are encouraged to participate in sports and games in this annual event. The institute hosts a series of Indoor and outdoor games and competitions aimed at developing skills while providing a platform for recreation.
Advay	The students' undertake a long distance walk of around 20 kms. Generally arranged just before Dashera, Advay, gives an opportunity to the students to explore their physical and mental strength. The students tend to develop strength and endurance while participating in this event.
Abhiyaan	As an initiative under CSR, DAIMSR along with its Alumni Association organizes a fund raiser to support a social cause of up-liftment of underprivileged section of the society. Abhiyaan has hosted events like Hasya Kavi Sammelan, Ghazal Nite, Musical Nite and Rock Band.
Alumni Reunion	The institute encourages its students to organize Alumni Reunion of the previous batch of students. During the Alumni meet past students interact with the new batch and faculty members. Cultural Events and Networking with the Seniors marks this Occasion.
Aagam	An opportunity for students to test their physical strength. The PRAHAAR Camp is run by ex-army officials and is aimed at developing leaders having courage, determination, team spirit and a sense of responsibility towards the society.





Acumen	Acumen is a national level contest of Paper Presentation. It's a platform for Industry Practitioners, Academicians and students, to present their research work on contemporary subjects.
Aegis	Aegis is a Business idea / plan Competition to encourage, nurture and develop new ventures based either on original ideas and technology or those developed by others. The inter collegiate event offers particular interest to Small Grass Root Innovations, which have the capacity to reach out to masses and make big difference to a large population.
Aabha	This event is especially organized to celebrate International women's day. The events aims to bring awareness amongst the women students and staff on Women empowerment and women rights. The daylong event comprises of Informative sessions, Recreational Activities as well as Training in Self-defence, Entrepreneurship etc.
Analysis	Analysis is an event to discuss and deliberate on Union Budget. The student groups present an analysis on various aspects of the Union Budget. A panel discussion or Expert Lecture is followed thereafter to create better understanding of the Money Bill.
Aahvan	The event has a luminous history and is being conducted since the past 23 years. It is an annual workshop aimed at addressing contemporary issues relating to management. The event helps the students in acquiring knowledge on diverse areas and addresses a unique/ relevant theme every year.
Annual Awards	The Academic and Co-curricular achievements of the students is felicitated during this event. They are awarded for their performance in various areas across multiple categories The awards are hosted by the student's council which awards the students in various categories, while a portion of awards are given for recognizing the talents by the members of the faculty.
Alvida	Hosted by the juniors, the event bids adieu to the outgoing batch of students. This event provides an opportunity to showcase the talents and a host of cultural activities are performed on this occasion.

Table 1. 2 : Activities Conducted by the Institute.



1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

The institute strictly adheres to the syllabus designed by the University and while delivering the course content to the students, the members of faculty augment it with their expertise and experiences so that, the students are better prepared and more employable in the highly competitive and dynamic market. The training and placement cell of the institute through its regular interactions with the Business Heads and HR Department of various corporates, collects first-hand information of demands and expectations of the corporate sector. These demands are then communicated to the Faculty members and the Academic Advisory Board. These demands are then mapped with the current curriculum and the gaps are identified. The Faculty members then formulate Add-on courses and extra classes which are then conducted to address the skill gaps. This in turn adds to the overall employability of the students.

The institute regularly conducts Guest Lectures of industry professionals from various sectors and facilitates student interaction. The students also participate in Panel discussions where industry experts share their knowledge and entrepreneurial skills with them. This has helped the student community in gaining knowledge of current needs and expectations in national and global markets. This has increased their potential for employability in various industries.

The employability skills of the students are enhanced by conducting activities such as Mock Placement Drives, General Aptitude Tests, Subject Specific Aptitude Tests, Group Discussions and Mock Interviews.

To illustrate the efforts of institute in this regard, the following details of the activities held in the Academic year 2014-15 are stated below:

Sr. No.	Resource Person / Designation / Organisation	Training Provided
1	Rishi Chourasia – CEO, Vikalp Education.	Finance & Aptitude.
2	Milind Patel – Chartered Accountant	Accounts, Corporate Finance.
3	Nikhil Khati – CEO, Ananas Labs	E-Commerce





4	Nakul Tewari & Preeti Pandey – HR, ITC Ltd	Distribution Management
5	Pramod Singh – Sr. Manager, Aircel	Telecom Sector
6	Anand Verma – Regional Manager, Transworld GLS Pvt. Ltd.	International Logistics & EXIM Documentation
7	Pawan Sarda – Chartered Accountant	Resume Writing
8	Chirag Joshi – Sharekhan Ltd Shailesh Tandel – Moneybee Institute	Capital Markets & Investment Banking.
9	Vijay Deshpande – GM (HR), Coca Cola Ranjana Jaiswal – Corporate HR, HDFC Bank	Human Resources Management

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human rights, ICT etc., into the curriculum?

The institute gives due importance to issues which requires special sensitisation amongst the students community. Many issues included within and beyond the purview of the standard curricula are given due importance through various initiatives by the institute. The following activities are part of these efforts:

- Observing/celebrating important days like, International Women’s Day, Human Rights Week, International Peace Day, International Youth Day, Gandhi Jayanti, Dr. Ambedkar Jayanti, Environment week etc.
- Screening of videos on socially sensitive issues and expert guidance.
- Awareness campaigns are organised on issues such as Corruption, Health and Gender Equality.
- Addressing social issues through workshops and Poster exhibitions.
- Smile project: A Special project designed to sensitize the students community on issues of differently abled children.
- Project Raddi: An awareness drive on waste management and Art of giving.
- The Institutional Festivals and Events are held on Socially relevant themes.
- Aids Awareness Drives are conducted to sensitize the students.





- Village visits are organised to study the problems and issues faced by the rural masses.
- E-waste awareness and 'No Plastic' days are celebrated to make the students aware on the environmental hazard of these non-biodegradable wastes.
- Digital India Week was celebrated in the institute to support the national campaign for usage of ICT.

1.3.4 What are the various value-added courses / enrichment programmes offered to ensure holistic development of students?

All the institute's activities are conducted with the objective of adding value, and ensuring holistic development of the students. The following activities/ courses/ programmes are offered by the institute to ensure the same.

Certification/ Value Added Courses:

1. Course on Supply Chain & Logistics Management in association with CII-IL
2. Preparatory training for various modules of NCFM
3. Selling Techniques & Practices
4. Applied Marketing Research
5. Distribution Management Practices
6. Effective Payroll Management
7. Designing HR Manual
8. Competency Mapping
9. EXIM Procedures & Documentation
10. Business Communication
11. Language Laboratory Training
12. Data Analysis using MS-Excel
13. DBA – Advance Oracle
14. Spoken English
15. Aptitude Development

Competitiveness and Team Spirit:

The students attend a three day course at Sahas Camps and Prahar Camps which helps inculcate the moral and ethical values, tests their decision making skills under trying circumstances, and develops spirit of working in team and competitiveness. The course is conducted by Prahar Samaj Jagruti Sanstha, which is registered and affiliated to National Adventure Foundation. The program is conducted by Col (Retd.) Sunil W Deshpande, VSM.





Volunteering and Fundraising:

The students of the institute are engaged in social contribution by volunteering in various activities such as fundraising for Blind Relief Association and Differently abled children. Support to social cause by holding Cycle Rally for health awareness. The NSS wing of the institute volunteers during Dhamma Chakra Pravartan Din as Police Mitra in overseeing the arrangements for over 15 lacs pilgrims at Deeksha Bhoomi.

Press and Media Relations:

The students of the institute are encouraged to actively engage with the Press and Media. The students prepare press notes and hold press conference for the print and electronic media for all events and activities of the institution. This helps the students in learning to interact with the media while ensuring the messages of the institute are carried by the media for information of the outside world.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

Feedback from Students

The student's feedback is conducted through a midterm and end term processes exclusively under the supervision of the Director of the institute. The midterm feedback aims to trace the deviations in the course of the semester and the end term feedback is of more comprehensive in nature to ensure the quality of delivery of the academic programme. The following examples illustrate the usage of the student's feedback for enriching the programme:

- ***Field Visits:*** The institute began organising special field visits to industry based on the feedback received by the students.
- ***Guest Lectures by Industry Professionals:*** The student's feedback encouraged the institute to host more Industry professional for sharing their experience on the courses being taught in the institute.
- ***Excel Coaching:*** Coaching for MS-Excel was started as a special activity considering the students demand through the feedback system.

Feedback from Faculty members

Although the members of the faculty informally interact with the Director and Dean Academics on a regular basis, a formal in-person feedback session is conducted by the Director of the institute at each end term. The following activities have resulted from such feedback gathered from the faculty members of the institute:





1. *Management Games*: The institute started conducting Management games for the students of Post Graduate programme, based on the feedback received from the faculty members. These games help the student to understand the concepts of management by actively engaging them in group activities.
2. *Seminar Activity*: The faculty identified certain topics both within and outside the curriculum on which a group of students are required to present a Seminar. This encourages self and group learning as well as enhances the presentation skills.
3. *Current Articles and News items*: Based on the feedback of the faculty members, the institute made it mandatory for every course faculty to share and discuss the articles and News on the current topics for their respective courses.
4. *Intercept*: In order to inculcate the habit of Newspaper reading and critically examining the news and articles of relevance, a special activity named 'Intercept' was initiated for students. The activity aims at developing the student's analytical skills using a predefined framework of '5W&H'. It helps develop and inculcate the habit of evaluating each aspect of a particular item under study.
5. *Self & Career Management*: The need to bring about a broad understanding of the behavioural aspects in managing a student's self and his/her career was identified through the feedback given by the faculty members. This resulted in identification of an activity for the students, who are required to attempt solutions to behavioural situations supplied to them vide Caselets.
6. *Task based Language Training (TABLET)*: In order to engage the student interestingly in learning and practicing Spoken English, a unique activity, TABLET, is conducted by the institute. This is based on the feedback of the faculty members on developing alternative to Language training where students can be active learners instead of being passive listeners.

Feedback from Recruiters:

The recruiters coming to the institute have always been an active source of gathering feedback about the institute's students and the activities conducted by the institution. The following initiatives are directly assignable to the feedback from recruiters of the institution:

1. *Certification Courses*: Based on the recruiters' feedback about lack of practical industry orientation in the students, certification courses in various domains were started by the institute. The course contents were designed





based on the inputs from the recruiters. These helped the students to enhance their domain specific skills.

2. *Aptitude training*: In order to help the students to successfully clear the employment entrance tests of various organisations, aptitude development activity was started by the institute. This was a result of the feedback received directly from the recruiters.
3. *Mock Interviews*: Mock Interviews are conducted by the institute to better facilitate and train the students. It provides a platform for the students to face the actual interview process. This preview helps them practice, perform, and pass through the actual interview conducted by the recruiters.
4. To get the real-time feel of the personal interview process, institute started conducting mock interview sessions for the students. This enabled the students to overcome their fear and face the interviews more confidently. This was as suggested by the recruiters in their feedback.
5. *Case Based Group Discussion*: The group discussion process is an essential aspect of all recruitment. It was suggested by the recruiters to develop and define the student performance in this particular phase of the process. This activity is conducted to better prepare the student and also to allow them to showcase their knowledge as well as the interpersonal skills. This lacuna, pointed out by the recruiters encouraged the institute to conduct GDs and the Case based group discussion activity was introduced.
6. *Spoken English*: As per the feedback of the recruiters, lack of English communication skills was a major barrier in selection of students during the campus recruitments. The institute started special coaching sessions for the students to improve their spoken English skills. The institute has hired professional language trainers for this purpose.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

The Institute conducts a variety of enrichment programmes for its students, which aims to build the understanding of students in the contemporary knowledge areas. These programmes are developed by understanding the current and future needs of the employers, through a continuous feedback from the industry, academia and recruiters of the institution.

A structured feedback is obtained from the students and the faculty members conducting these enrichment programmes. The programme objectives are defined and delivery outcomes are outlined in the beginning of the programme. Thereafter,





the feedback obtained are mapped against the objectives and outcomes set out for such programmes. The deviations are recorded and the corrective plans are introduced to overcome the nonconformities. The monitoring of the programmes is done both during the course and after the completion of the enrichment programme.





1.4 FEEDBACK SYSTEM

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

The institute has contributed in the design and development of the curriculum prepared by the University in following ways:

- The University invites the faculties of the institute to design and develop the curriculum for various subjects as an expert in the University for the meetings of Task Force Committee on Syllabus Restructuring constituted for the said purpose. The various faculties contributed in design and development of the curriculum are mentioned in the below para.

The following Members of Faculty have played a significant role in design and development of the curriculum prepared by the university under various capacities:

- Dr. Sudhir Fulzele has served as the member of Syllabus Restructuring Committee of the University in the year 2008.
- Dr. Sudhir Fulzele has served as the Co-ordinator of Syllabus Restructuring Committee of the University in the year 2012
- Dr. Sudhir Fulzele has served as the member of Syllabus Restructuring Committee of the University in the year 2016
- Dr. Vilas M. Chopde served as the Chairman of BoS of Business Management & Business Administration for a period of Ten years. Dr. Nirzar M. Kulkarni served as member BoS of Accounts & Statistics for a period of Five years and also on the BoS of Computer Application for Ten Years.
- Dr. Sujit G. Metre served as the member of BoS of Computer Application for five years
- Dr. Nirzar M. Kulkarni served as member of Syllabus Restructuring Committee for UG and PG Courses of RTM Nagpur University. The teachers of the college have been regularly participating in preparation of the curricula of affiliating university through various modes such as:
 - Participation in 'Syllabus-revision' workshops organized by various colleges/institutes. Participation as Resource persons in workshops organized for syllabus Restructuring.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on curriculum? If 'yes', how is it communicated to the university and





made use internally for curriculum enrichment and introducing changes / new programmes?

Yes, the institute has a formal mechanism to obtain feedback from students and stakeholders on curriculum.

The institute has always provided valuable inputs to the university in the process of restructuring and design by way of seeking feedback from its stakeholders in many ways such as:

- The members of faculty provide inputs at various statutory meetings organised by the university. In the capacity of members of various committees and sub-committees constituted by the University, the feedback collected from various stakeholders is provided to the University authorities for incorporating the necessary amendments
- There have been the following specific instances in the past where a feedback was obtained from the stakeholders and forwarded to the University authorities for curriculum revision and introduction of new programme:
 1. The institute has forwarded its proposed changes to the Curriculum of 'Business Environment' (MBA- Sem-II) to the university as an exercise to enrich the curriculum
 2. The institute has proposed the Syllabus for new programme to University like BBA (Retail), BBA (logistics), BBA (Hospitality Services), BBA (Operations) and BBA (IB).

The institute has made use of the stakeholder's feedback, internally, in the following ways:

Feedback from Students:

The student's feedback is conducted through a midterm and end term processes directly under the supervision of the Director of the institute. The institute uses this feedback of the student's for enriching the programme in following ways:

- *Organizing the Field Visits*
- *Conducting Guest Lectures by Industry Professionals*
- *Conducting MS-Excel Coaching*
- *Organizing Remedial Classes.*

Feedback from Faculty members

Although the members of the faculty informally interact with the Director and Dean Academics on a regular basis, a formal in-person feedback session is conducted by





the Director of the institute at each end term. The institute has used the feedback from the faculty members for enriching the programmes in the following manner:

- *Conducting Management Games.*
- *Organizing Seminar Activities*
- *Discussion of Current Articles and News items in classes*
- *Economic and Business News based presentations (Intercept)*
- *Case discussion on Self & Career Management*
- *Task based Language Training (TABLET)*

Feedback from Recruiters:

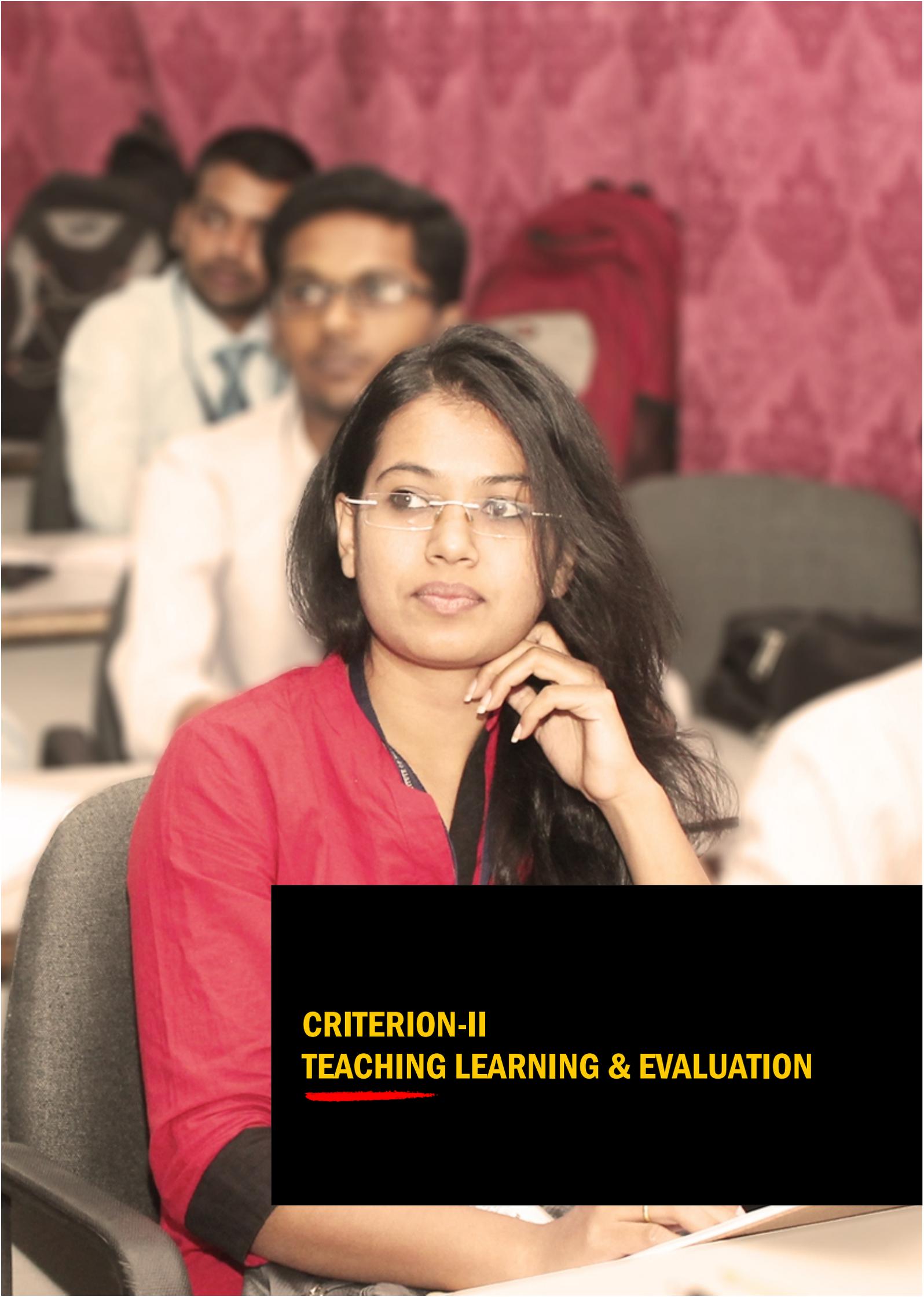
The feedback received from the recruiters also serves as a vital input for programme enrichment at the institute level. The following initiatives are directly assignable to the feedback from recruiters of the institution:

- *Conducting Certification and Enrichment courses*
- *Conducting Aptitude training for students*
- *Conducting Mock Interviews for students*
- *Conducting Case Based Group Discussion*
- *Conducting Spoken English Classes*

1.4.3 How many new programmes / courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?

Institute is affiliated to RTM Nagpur University and thus has to offer programmes / courses offered by the university. With this limitation, the institute cannot directly introduce courses into the scheme of examination. But considering the demands from the students and feedback from the industry, the institute has introduced Courses in association with CII- Institute of Logistics. Such courses are directly run under the guidance of this prominent institution and students have opted for this course in large numbers during the last four years. The institute is also in the process of building a collaboration with Rajiv Gandhi National Institute of Intellectual Property Management.





CRITERION-II
TEACHING LEARNING & EVALUATION



CRITERION II

TEACHING-LEARNING AND EVALUATION

2.1 STUDENT ENROLMENT AND PROFILE

2.1.1 How does the college ensure publicity and transparency in the admission process?

The college ensures publicity of admission process by dissemination of admission information through the following media:

1. Print Media: Institute places advertisement in leading national, regional and local Newspapers.
2. Electronic Media: Admission Information is also publicized through local TV channels.
3. Website: The information and the details of admission process are made available on official website of the Institute (www.daimsr.in).

For MBA Programme, institute admits students through the Centralized Admission Process (CAP) of Directorate of Technical Education, Mumbai under Government of Maharashtra. This ensures total transparency in admission process for both CAP and Institute level quota seats.

Transparency in Admissions to other Programme

The admissions to BBA, BCCA, MCM and PGDCCA are done as per the guidelines of the affiliating University i.e. RTM Nagpur University.

Institute has an admission cell headed by Dean –Admissions. This Cell provides counseling and the information about the admission process to the prospective applicants.

The admissions are granted to these courses by strictly adhering to the guideline and norms as provided by the affiliating body. Information about the Institute, Faculty members, Infrastructure facilities, Syllabus of various courses, Co-curricular & Extra





Curricular activities etc. are provided in a detailed prospectus provided to every prospective student at the time of application.

Institute follows the rules, regulations & guidelines prescribed by state government body regarding the scholarships and same is conveyed to the prospective students. This ensures complete transparency in admission process.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i)merit (ii)common admission test conducted by state agencies and national agencies (iii)combination of merit and entrance test or merit, entrance test and interview (iv) any other, to various programmes of the Institution.

MBA Admissions Process & Criteria

As the MBA admission process in the state is governed by Director of Technical Education. Institute admits the students to this Programme through the Centralized Admission Process of State Government.

The admission committee constituted by the Institute minutely scrutinizes all the applications of the students and grants admission by taking into consideration all the norms set by Director of Technical Education (State Government Agency). Since all the admissions are approved by the Pravesh Niyantran Samiti, agency appointed by the State Government to scrutinize every application of students admitted to MBA programme, hence the process of admission and criteria for admissions are totally in compliance with the prescribed norms. The detailed process of Admission to MBA (Both CAP & Institute level Quota Seats) is displayed below:



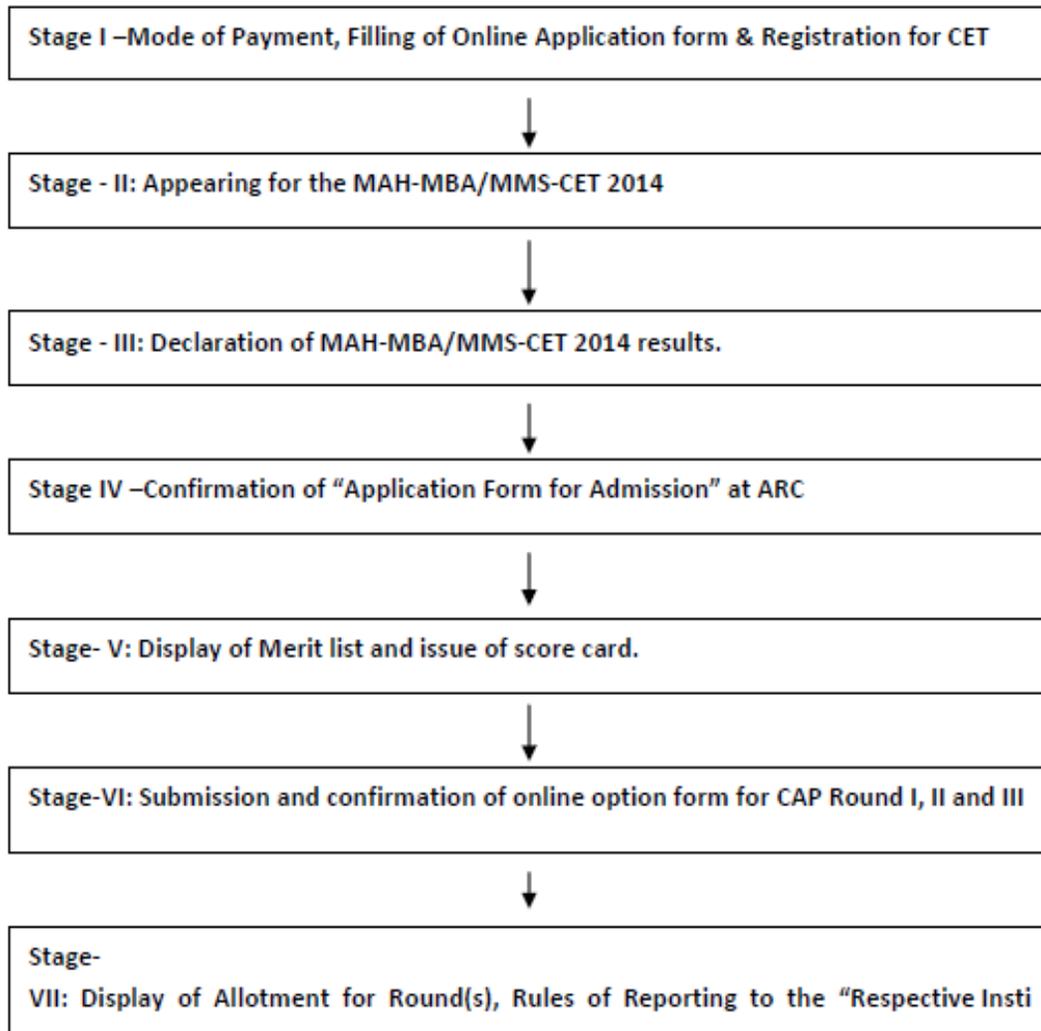


FIGURE 2.1: PROCEDURE OF ADMISSION THROUGH CENTRALISED ADMISSION PROCESS (Sample for 2014 -15)



Flow Diagram

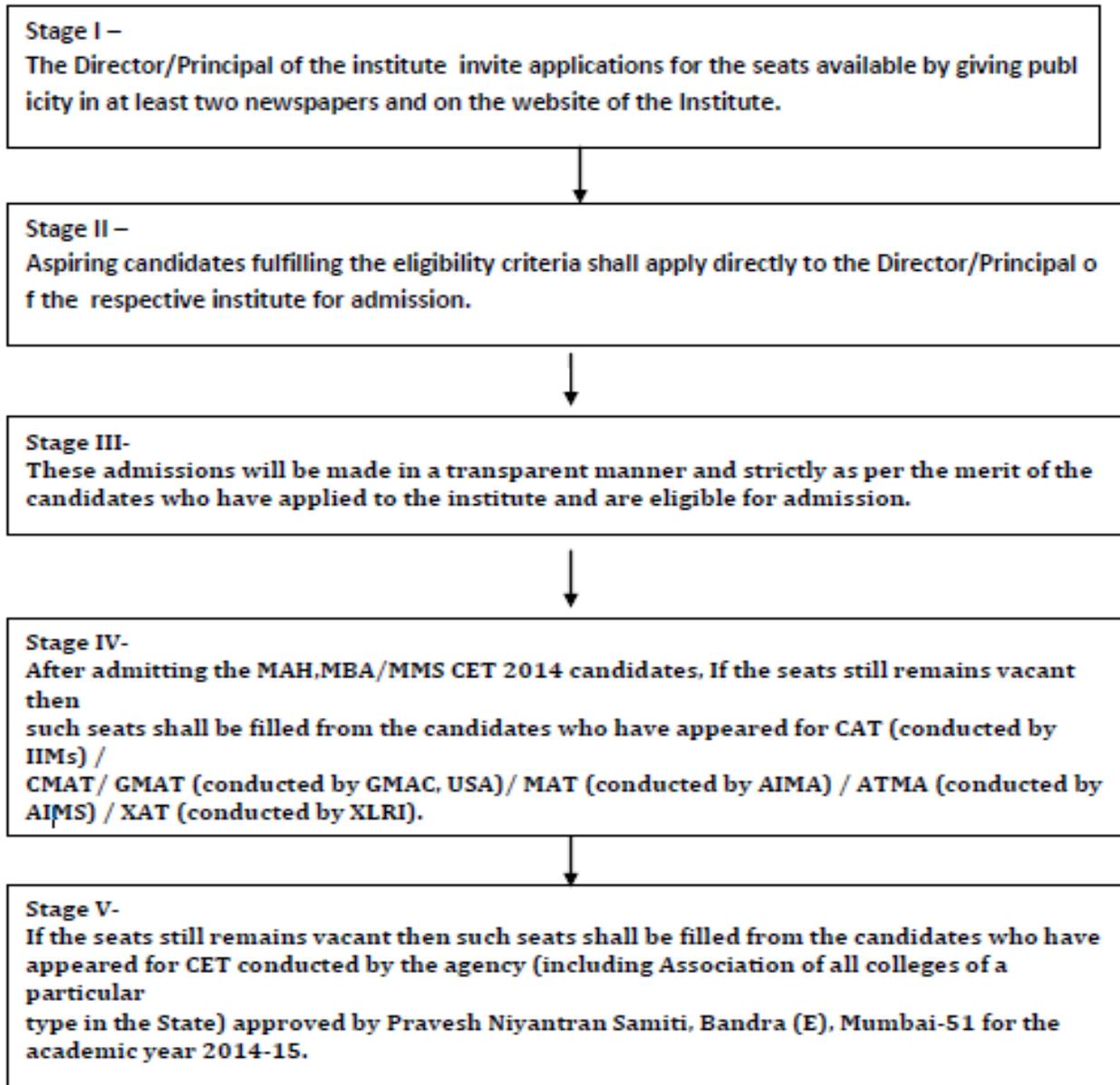


FIGURE 2.2: ADMISSION PROCEDURE OF MBA- INSTITUTE LEVEL SEATS





2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

INSTITUTE (NO OF SEATS)	2012-2013 (ST)		2013-2014 (NT1)	
	*Highest %	*Lowest %	*Highest %	*Lowest %
DR. AMBEDKAR INSTITUTE (240)	85	52	105	42
#TIRPUDE INSTITUTE (180)	73	48	70	37
	2014 – 2015 (NT2)		2015 – 2016 (NT1)	
DR. AMBEDKAR INSTITUTE (240)	63.85	8.86	68.63	38.89
#TIRPUDE INSTITUTE (180)	37.54	1.37	75.92	8.03
	2016 – 2017 (NT2)		2017 - 2018	
DR. AMBEDKAR INSTITUTE (240)	85	40		
#TIRPUDE INSTITUTE (180)	51	47		

* Percentile obtained in Common Entrance Test of the State Government/ AICTE
Comparison with this Institute is done due to equivalence on every aspect. Rest all institutions are below these scores or are Uni. Dept or Minority institutions.

Table: 2.1: Comparison of admission cut-offs with other institute





Academic Year	BBA		BCCA		MCM		PGDCCA	
	HIGH	LOW	HIGH	LOW	HIGH	LOW	HIGH	LOW
2015-16	91.69	40.17	95.09	36.11	64.11	40.67	73.00	47.40
2014-15	86.40	41.60	93.60	39.00	68.72	40.5	Nil	Nil
2013-14	93.00	37.17	94.40	37.50	73.60	38.2	65.56	42.10
2012-13	92.30	36.17	87.80	38.17	71.30	38.95	62.30	42.30
2011-12	86.20	38.30	83.50	37.50	76.20	42.30	67.00	42.10

(The above table displays the minimum and maximum marks (in percentages) of the students admitted to various courses in the last 5 years. Since such data of other institutions is not publicly available the same has not been presented for comparison.)

Table 2. 2: Showing Min. & Max. Marks (in Percentage) of students admitted to various programmes of the institute

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

Yes, Dr. Ambedkar Institute of Management Studies & Research does have mechanism to review the admission process and student profiles annually.

The Institute Admission Cell analyzes the process of admission to various courses and the profiles of the students are reviewed to highlight the following aspects of the students admitted to various programmes:

- Student Diversity: Students from other Districts / Regions / States / Linguistic background /Gender etc.
- Students Educational Streams: Arts / Commerce / Science / Vocational (MCVC) / Professional Courses and Engineering
- Socio-economic Background: Income and Profession of Parents

After the analysis of the students' profiles a policy on how to attract students from a variety of backgrounds is made. The focus of the policy is to achieve more diversity and attract better quality of students to various programmes of the institute.

The policy has given results over a period of time and the institute has been able to





reach out to as yet, unreachable territories, regions and class of people which were earlier not available. Better quality of students and increased diversity is being continuously achieved through the improved process of admissions.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion.

- * SC/ST
- * OBC
- * Women
- * Differently abled
- * Economically weaker sections
- * Minority Community
- * Any other

As the Institute is affiliated to RTM Nagpur University, the Institute has seats reserved for different category students in line with University norms. (SC– 13%, ST-7%, OBC – 19%, differently abled – 2%, Others (VJ/NT-A – 3, NT-B-2.5, NT-C-3.5, NT-D-2)

The Government of Maharashtra provides scholarships to all the reserved category students (SC/ST – 100% ,VJ/NT/SBC – 100% - Development Charges, OBC- 50% - Development Charges), differently abled students (Rs. 3000.00 – Rs. 5000.00), economically weaker section students (40% of Tuition Fees) as well as Minority Community students (Rs. 25,000.00).

The Institute also ensures that students of different backward classes coming from other States are provided active assistance to claim scholarships from their respective States and a dedicated Scholarship cell ensures that they do not face any hardships while procuring such financial assistance.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends .i.e. reasons for increase/decrease and actions initiated for improvement.





YEAR	Description	MBA*	MCM	PGDCCA	BBA	BCCA
2011-12	Applicants	42	76	19	278	215
	Admitted	24	49	14	219	150
	Demand Ratio	1 : 1.75	1 : 1.55	1 : 1.35	1 : 1.26	1 : 1.43
2012-13	Applicants	67	69	32	312	179
	Admitted	48	44	25	219	140
	Demand Ratio	1 : 1.39	1 : 1.56	1 : 1.28	1 : 1.42	1 : 1.27
2013-14	Applicants	71	72	24	284	188
	Admitted	48	43	19	218	132
	Demand Ratio	1 : 1.48	1 : 1.67	1 : 1.26	1 : 1.30	1 : 1.42
2014-15	Applicants	79	84	Nil	279	221
	Admitted	48	58	Nil	242	197
	Demand Ratio	1 : 1.64	1 : 1.44	Nil	1 : 1.15	1 : 1.12
2015-16	Applicants	77	84	29	309	287
	Admitted	48	57	23	264	248
	Demand Ratio	1 : 1.60	1 : 1.44	1 : 1.26	1 : 1.17	1 : 1.15
* The Figures indicate the Institute Level quota of Seats Only. (20% of Total Intake)						

Table 2.3: Details of Applications received, students admitted and Demand Ratio

The reasons for a decreasing trend visible from above data of the Institute in respective Programme can be summarized as under:

- There has been an exponential rise in the number of institutes offering similar programmes in the city, this includes establishment of new institutions as well as increase in intake of the existing institutions.
- Similarly there is a growing trend of students opting to pursue studies in bigger cities, particularly cities like Pune, Mumbai, Hyderabad etc.
- The popularity of some courses has also declined due to lack of Job opportunities in those fields.
- There is an increase in the number of students preferring studies in Distance Mode as well-known institutions have started offering Distance Learning programmes.





The institute has taken several measures, to mitigate the impact of above mentioned phenomenon, few are listed below.

- The institute has increased its budgetary allocation for promoting its programme through media and advertisements.
- The institute has stepped up its effort to seek placements of its students by creating a larger placement cell and increasing its external relations.
- The institute has also taken proactive steps in bringing an awareness amongst the students community by way of organizing ‘Special Counselling Sessions’ for prospective applicants by highlighting the value proposition that the institute offers in comparison to the other institutions in bigger cities.
- The institute has also brought positive changes in its operations and delivery systems by increasing the quality of inputs by offering Value Added Courses, Soft Skills training and specialized training for Competitive examinations.
- The institute has also started career progression training by providing Coaching in the areas of UGC-NET/ SLET and Ph.D. entrance coaching.





2.2 CATERING TO STUDENT DIVERSITY

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The institute policy provides for the following facilities to the differently abled students:

- Admission of differently-abled persons in various programmes offered by the institution is especially encouraged through the admission desk.
- The Institute provides guidance and counselling sessions to differently abled students and their parents.
- The faculty members of the institute are sensitized towards the special needs of the differently abled students.
- The differently abled students are provided assistance in gaining employment through the placement cell of the institution.
- The director nominates a special faculty member for providing all necessary assistance to the differently abled students.
- A special notice board for differently abled students is installed for these students.
- The scholarship schemes and concessions available to the differently abled students are provided by the institute.
- Readers and reading assistance is provided in the library for visually challenged students.
- The computer lab of the institution has facilities for screen reading for visually challenged students.
- The institute also organizes special functions to celebrate World Disabled Day.
- The institute campus is disabled friendly with the provisions of Lifts, Wheel Chairs, Ramps, Special Toilets etc. for the disabled students.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme ? If 'yes', give details on the process.

Yes, the Institute is very serious in assessing the student's needs in terms of knowledge and skills before commencement of the program. The Institute follows a three stage process as follows:





Stage 1: At the time of reporting (at the end of each round of admission), a student is assessed on his/her existing set of skills. An effort is made to identify the reasons for him/her opting for the course. The assessment test is followed by a Panel Interview. The results reveal the student's level of communication skills- written and verbal as well as their aptitude through logical and reasoning skills. At the end of process the student is assigned a "Faculty – Mentor". The test scores and other admission related details are shared with the designated mentor.

Stage 2: The mentor interacts with the student and records extra-curricular interests, family background, tentative specializations and future plan for each student. A Student Information sheet is designed for this purpose. This process is conducted at the beginning of "Induction Program"

Stage 3: Design and execution of Induction Program is based on the need analysis emerging out of stage 1. Depending upon the collective need of the batch, a 5, 7, 10 or 15 days induction program is designed. As our experience suggests the preparatory course in Financial Accounting and Quantitative Decision Making is also made a part of induction program. The assessment via Course Test is carried out and the results are shared with subject teachers and respective mentors.

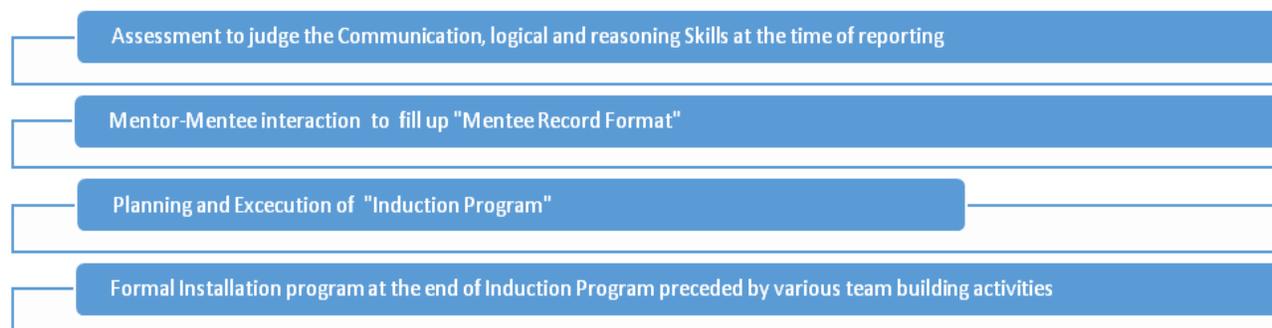


Figure 2.3: Flow chart indicating the Process of Design of Induction Programme

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/Add-on/Enrichment Courses, etc.)to enable them to cope with the programme of their choice?

Knowledge Gap identification is a continuous process at the Institute. It starts right before the start of the programme and continues throughout the programme through formative and summative assessments. The Institute takes efforts for enabling the students to cope with the latest developments in the syllabi of various





subjects. These are listed as follows:

- **Orientation Program:** The Institute organizes an orientation Program for newly admitted students to understand the curriculum of first year and normalization courses offered as a part of Induction program.
- **Remedial Courses:** All subjects especially numerical oriented subjects need remedial courses for slow learners. Ideally 3-6 Hours of remedial classes are conducted for such students after formative assessment for such courses, if needed.
- **Campus Recruitment Training:** Campus Recruitment Training is provided to students to enhance their soft-skills, group discussions skills, aptitude test capabilities as well as interview techniques. The Institute has specially appointed experts to conduct Communicative English Classes and the slots are created within regular timetable.
- **Enrichment courses:** The Institute arranges enrichment courses for Supply Chain domain in collaboration with CII. 30 hours module each for NCFM's Mutual Funds and Derivatives certification. The in-house 20 Hour Certification for HR and Marketing in association with industry is also arranged. The basic idea here is to enrich and to bridge the gap between theory and practice.
- **Add-on learning:** Every year institute organizes National Conferences, workshops and expert lectures. Students are encouraged to participate in paper presentations and project competitions organized by parent Institutes and other colleges. NPTEL lecture videos are made available to all students the students are encouraged to undertake NPTEL certification. The target group here are the fast learners. The institute organizes Special CEO lectures for students to add value to their regular course content.
- **Industrial Visits:** Industrial visits are organized to make students aware about the current trends in the Industry. Visits to exhibitions are arranged to illustrate the intricacies involved in managing the event.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

The Institute always tries to create awareness amongst students and faculties about the values of gender equality, inclusive development and environmental Conservation etc. This is carried out in following ways:

- The institute makes it a point that these issues are touched upon in induction program by the resource persons, dealing with these issues.





- “Forum” is an activity where the students undergo a process called “Self-advocacy”. In the battery of several questions, one of the questions is “Why according to you Men/Women are better managers? Illustrate”. Here the students are sensitized and made to appreciate the abilities of opposite gender.
- Institute provides equal opportunity for all to participate in administrative, co-curricular and extra-curricular activities. Faculty members are nominated in various committees without any gender bias.
- The Institute deputed faculties for orientation, refresher, FDP, MDP courses without any discrimination of gender, caste, religion.
- Institute arranges special social activities to maintain good social environment under National Service Scheme (NSS) such as Blood Donation camps. Every year a special camp of NSS is organized in rural areas. The objectives of such camps are to create awareness among villagers about cleanliness, rainwater harvesting and girls education.
- The Institute has made the campus environment friendly by initiating projects like rainwater harvesting, and conversion of lighting system to low power consumption devices, these initiatives are being done in a phased manner. It is also conducted an energy audit by a certified energy auditor to identify the possible areas of improvement.
- The Institute celebrates occasions Woman’s day, Teacher’s day and Environment Day to spread the awareness on these aspects. The women’s day celebration is much-awaited event at institute where one full day is dedicated for the cause of women empowerment and awareness on various entrepreneurial, social and health related issues of women.
- The Institute has set up a Women’s Grievance Cell to deal with the problems and issues related to girl students and ladies faculty.
- The institute organizes a Cycle rally every year in association with Rotract Club for spreading awareness on Health and Environment amongst the general masses as well as the students and faculty members.
- Each year the institute also holds a special programme ‘Abhiyan’ to provide monetary support to an institution or organization working for any social cause.

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

Each student upon admission is assigned a faculty mentor. A Faculty Mentor is responsible for the social, academic and managerial development of the students. The mentor identifies the slow learners and advanced learners of his/her group and





provides differential mentoring so as to help the advanced learners' bank on their strength and reach their full potential. Various challenging opportunities like paper presentations in national and international conferences are opened for them to make use of. Further, they are advised to participate in various inter college fests which adds value to their exposure and résumé.

The advanced learners are motivated to undertake enrichment and add-on courses on priority basis. The advanced learners are also guided to pursue higher education and provided guidance for higher courses by holding special sessions for Common Entrance Test, Ph.D. Entrance Test, etc.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of dropout (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

The institute has been a front-runner amongst the institutions in the region, which welcomes and provides proactive support to the disadvantaged sections of the society. The policies and the initiatives of the institute has so far been extremely successful in curtailing the dropout rates across all its programmes to near zero levels. This is because of a meticulous monitoring of the student performance by means of Welcome Test, Formative Assessments and Summative Assessment adopted by the institute. The identification of slow learners from the disadvantaged sections of society and their empowerment is the basic objective of the trust under which the institute operates. Close monitoring, feedback and follow up is a routine activity in all such cases. The designated mentor is the point at which such cases are easily identified and remedial measures initiated to effectively control the dropout cases.

In case of the economically weaker section students, the institute takes every care that every deserving student gets access to various scholarships schemes by state and central government. Institute has subscribed to an insurance policy from United India Insurance Company, where in case of the accidental death; disability of the earning parent, Rs.1 Lakh plus the full fees and other allied expenses are paid by the insurance company. The disability and hospitalization expenses of student are also covered like above. Thus the institute assumes every responsibility of the students who are on the verge of discontinuation of studies because of economic reasons.





2.3 TEACHING – LEARNING PROCESS

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

The institute has put in place a system to effectively plan the teaching-learning and evaluation processes. The focus of all the activities is the 'learner'. Various strategies and mechanisms for student centric learning are adopted by the teachers to cater to the diverse needs of students in the classroom.

Academic Calendar

Preparation of the academic calendar for the next academic year begins before the end of every semester. For every subject a detailed Academic and Activity calendar is prepared. A comprehensive academic calendar is prepared by a committee of heads of various subjects, Dean Academics and the Director. The academic calendar has details of distribution of teaching days and examination days in each term. This academic calendar is communicated in advance to all the students.

Teaching Plan

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

The Teaching plan is prepared by individual teachers, verified by the subject head and then 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.

Evaluation Blue Print

Evaluation of students' knowledge through classroom / activity learning is a major component of evaluation. The schedule for all internal examinations is prepared well in advance and displayed on notice boards as well as in the students' guide.

The institute follows a structured evaluation pattern for all courses. An internal examination is conducted at the end of the semester for every course. The pattern of the question paper is intimated to the teachers and students. University in its





syllabus has communicated its pattern of examination. The schedule is strictly followed. The semester end evaluation is done by the affiliating university.

Internal evaluation is done through a comprehensive exam conducted at the end of the semester. Apart from this the mid semester evaluation is done through two periodical test, two home assignments and activity based learning through the mentor and the activity head.

30% weightage is for internal evaluation and 70% for university examinations.

The Pattern of University Examinations is as follows:

- Total marks: 70
- Question No. 1: 15 short answer (Thirty Words approximately) questions carrying 2 marks each covering the complete syllabus, out of which the student is required to attempt any ten questions.

Question No. 2-10: 09 long answer (Three Hundred words approximately) questions carrying 10 marks each covering the complete syllabus, out of which the student is required to attempt any five questions

The evaluation of the Soft core/ Elective courses, Summer Internship Project and Semester IV

Projects are conducted at Institute by the respective subject teacher.

The pattern of internal examination is:

Two periodical class tests/ case study to be conducted in the given Semester:	15 marks
An assignment based on curriculum to be assessed by the teacher Concerned	5 marks
Active participation in routine class instructional deliveries	5 marks
Overall conduct as a responsible student, mannerism and articulation and exhibition of leadership qualities in organizing related academic activities	5 marks
Internal assessment Total	30 marks
Semester wise End Examination	70 marks
Total per course	100 marks

2.3.2 How does IQAC contribute to improving the teaching-learning process?

The IQAC of the institution is in the process of being developed into a major quality improvement and quality monitoring body. Since the formation of IQAC is at a





primitive stage and is being gradually shaped into a full-fledged body. The current IQAC comprises of ten (10) members, with director of the institute as its chairman.

Chairperson	Dr. Sudhir Fulzele
Senior administrative officers	Dr. Nirzar Kulkarni, Dr. Ashutosh Paturkar
Teachers	Dr. Mujahid Siddiqui Dr. Avish Petras Dr. Vivek Pimpalpure
Management member	Principal – Dr. G. L. Dabhade
Nominees from local society, Students and Alumni	Dr. Anil Hirekhan
Nominees from Employers /Industrialists/stakeholders	Mr. Mukund Mohta Mr. Hemant Lodha
Coordinator - IQAC	Dr. Sujit Metre

TABLE 2.4 : The Constituted body of IQAC

The primary function of IQAC at the present is stated as below:

- The body is empowered group to collect data in the formats specifically created to gather the requisite information.
- The data, thus collected is analyzed for monitoring the quality of processes of various functions within the institution. The focus of IQAC is presently on the teaching-learning processes and other allied activities which have an impact on teaching- learning.
- The IQAC also provides necessary inputs to enhance the quality of teaching-learning process.
- This body also organizes periodic training to the concerned faculty for improving upon the areas of concern.

Since, this body is a relatively new establishment within the institution, its scope of activities are being progressively expanded and shall assume an all- encompassing role in the future.

2.3.3. How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?





Student centric learning is focussed on the needs of students, their abilities, interests and learning styles where the teacher acts as a facilitator. Classroom teaching is one-to-many, but to make it more students centric, various strategies are adopted by the institute. A mentor is allocated to each student guides the individual development. A teacher has usually 30 mentees.

The following participatory teaching-learning activities are undertaken:

- Internet facility enables teachers to access on line resources, in addition to availability of the physical resources in the form of our library.
- Creative learning in groups is enabled by involving students in preparing theme based posters, models and small projects.
- Students are exposed to latest developments in the field through extension lectures, experts in the field, brain storming sessions and project based learning.
- Teaching methods are adopted as per the requirement of the prescribed curriculum. Interactive methods are used to discuss fundamental concepts and students are encouraged to ask questions.
- Students are motivated to work on their own and prepare learning models, charts and make presentations. Small modules/ assignments are given to students for self-study. (Seminar, Extempore, INTERCEPT etc).
- Annual fests also allow scope for academic and other skills, such as developing leadership qualities and inculcating team work and independent learning amongst students.
- Teachers have the liberty to develop their own course / study material which is in the form of notes, power point presentations, sharing of e-resources/books with the students.
- Learning receives an impetus by using ICT, language laboratory and library resources.

The support structure and systems available for teachers are:

- (a) ***Interactive learning*** - All class rooms are equipped with LCD and Internet facility for demonstrations, showing simulations etc.
- (b) ***Collaborative learning*** - Students undertake internships in industries and participate in industry sponsored non-sponsored projects and field work. Several curricular activities like report writing, seminars, quizzes, debates, group discussions, group mini projects encourage collaborative learning.
- (c) ***Independent learning*** - Teachers have also prepared course wise e-resources for regular teaching in the classroom.





2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into lifelong learners and innovators?

The institute provides several opportunities to students, which promote critical thinking, creativity and scientific temper amongst the students.

Imbibing Life Skills

- The annual cultural events such as *Anubhuti*, *Agman* and *Alvida*, and the annual sports event, provide a platform for students to bring out their leadership and managerial skills, creativity and other hidden talents. Students are actively involved in promoting, obtaining sponsorship and organizing the events on large scale. This enhances their interpersonal and communication skills. They also learn to deal with group hostilities, denials, failures and criticism with a positive attitude.
- Students organize various co-curricular activities such as lectures, seminars, workshops, exhibitions, and various competitions for making posters, undertaking projects and writing essays. This gives them an opportunity to share their experience and knowledge with peers/ faculty, develop leadership qualities, and enhance their potential in the respective subject areas.
- Similarly, undertaking 'Project Work', helps the students to develop scientific temper and critical thinking.
- *Prahar* an outbound activity helps them inculcate the spirit of adventure and discipline. It also helps them become mentally strong as well as develop their skills in decision making, leadership, team building etc.
- Through counselling and mentoring activities, the students are shaped into positive thinking individuals, capable of facing hardships and challenges in life.

Inculcating Universal Values

While the nature of the courses studied under the university affiliation pattern is such that some amount of examination oriented study is unavoidable, the content delivery pattern adopted by teachers is such as to provoke independent thinking and self-learning amongst students. Life skills beyond the earning of livelihood is also important. Universal values such as Commitment, Peace and Tolerance, Equality, justice, democracy and respect of different cultures are equally important to create a well-rounded human being. The diverse composition of the student community of the institute, which includes students from various geographical areas help in developing an appreciation for these universal values. Focus is also on creation of a generation of sensitive and compassionate human beings who are socially responsible. Many students participate in Social outreach programmes





where they work with the underprivileged sections of society. The institute is committed to a holistic education nurturing head, hands and heart.

Promoting Innovation

The institute actively promotes innovative thinking through Inter-University research festival- “*Avishkar*”. This programme acts as a platform where students as well as teachers participate, think differently and carry out research in various areas of Arts and Science.

Students are also encouraged to participate in inter-college subject related competitions wherein they get a chance to showcase their research activities.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

The institute has added necessary hardware and software to equip more classrooms and laboratories with ICT facilities. Desktop computers, portable audio systems, projectors and screens have been installed. Faculty members make use of various teaching aids, e-learning sites. The facilities made available by the institute to the faculty for effective teaching are:

- Internet connectivity to all the members of faculty as well as students through WI-FI.
- A dedicated 20 Mbps lease line for faster internet access.
- 4 servers of which two are dedicated for data storage for learning resources.
- MSDN Subscription- Microsoft
- Licensed software of Microsoft is installed on all systems. Antivirus software of K7 and Quick heal protect the systems.

Teachers are encouraged to participate in special training programmes and summer/ visiting fellowships at centres of higher learning and excellence. The expertise gained by the teachers is shared with all for effective teaching.

The students are also provided access to online resources prepared by the faculty members for various courses. This rich source of information is accessible to students at all time through institute website.

2.3.6 How are the students and faculty exposed to advanced levels of knowledge and skills? (Blended learning, expert lectures, Seminars, Workshops etc.)?





Teaching-learning is a continuous process and being in tune with recent developments helps both the teachers and students to sharpen their skills. Many opportunities are created by the college to expose students and faculty to advanced levels of knowledge and skills.

(a) Blended learning

With advent of facilities like ICT facilities, audio-visual facilities and language laboratory, the faculty has started exploring the use of technology in teaching, which has resulted in implementing the blended learning process for students. Computer assisted learning and digital materials are made available to the students to supplement classroom teaching.

(b) Expert lectures

Renowned personalities from all walks of life like scientists, consultants, businessmen, writers, sportsperson and entrepreneurs are invited to the campus to interact with the students.

- Lecture series by industry experts on latest technologies like cloud computing, Android and web technology are organized for computer science students. Students are also given an opportunity to work on live projects in companies.
- Seminars on advanced analytical techniques like SPSS, research methodology etc., are organized to expose students to more advanced knowledge.

(c) Seminars / workshops

- Teachers have been actively participating in training programmes/ workshops at centres of higher learning and excellence in fields of specialization.
- Short term research projects have helped to develop skills for carrying out research, setting protocols, writing project reports, publishing and presenting research.
- Every year a number of national and international conferences and seminars are organized by various departments wherein students and teachers get exposure to advanced levels of knowledge.

(d) Field visits and educational excursions –





- The Institute arranges field visits as well as educational excursions to various places of academic interest every year.

2.3.7 Detail (process and the number of students benefitted) on the academic, personal and psycho-social support and guidance services (professional counselling / mentoring / academic advice) provided to students?

Students with special needs and support are provided customised input from the institute.

Academic advice is provided at various stages right from the choice of course at the time of admission to the selection of projects by the faculty members. Students are counselled by the members of the admission committee. After admissions, the Director's address during the induction programme provides glimpses of distinctive characteristics of the institute, infrastructure/facilities available, glorious traditions of the institute and eminent alumni. During the academic year, academic and personal guidance is provided by faculty members.

In addition, teachers are trained to act as mentors to students through special workshops conducted by competent psychologists. For personal counselling, students approach the mentor with personal problems. Problems requiring urgent help are handled by the Psychology counsellor available in the institute. Career counselling is provided via aptitude, intelligence and personality testing. About 200 students have benefited from the counselling centre in the last five years.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

Every Course group adopts innovative methods for teaching which helps the students to better understand the subject thoroughly. Some innovative approaches include use of ICT, Learn through Activity, use of models and charts prepared by students, debates, role-playing, skits, workshops and Hands-On Sessions for special techniques. Apart from this, use of films, documentaries, posters, songs, proverbs, short stories and simulation exercises are used to make learning more interesting and effective.

Teacher training in institute and at centres of higher learning and excellence is one of the major initiatives of the institute. Newly recruited teachers are provided one week in-house training programme, which focuses mainly on use of teaching aids





and making multimedia presentations. Outside-the-Campus training includes deputation of teachers to learn more about teaching methods adopted globally, procuring summer fellowships to gain more knowledge in the subject and participation in special training workshops.

Looking into the diversity of programmes, the institute gives freedom to subject teachers to explore new effective methods in teaching-learning.

For instance, the students are encouraged to watch debates (mostly on socio-cultural aspects) on YouTube, Ted talks, Blogs and expert articles available online on other websites on multiple issues and then present their views. They are also required to critically analyse the views of the panellists as well.

2.3.9 How are library resources used to augment the teaching learning process?

The library has more than 24,500 books and more than 65 journals and periodicals. The library committee of the institute looks after the purchase of books and journals every year. The Library committee collects the requisitions for the purchase of books from the members of the faculty at the beginning of every semester to augment the basic resources for teaching-learning process. There has been an addition of 800 books/reference books in the past five years, upon the requisition received from the faculty members.

Teachers and students can also access journals as well as periodicals that the library subscribes to. The libraries also houses separate computer terminals with internet facility specifically for the students.

Apart from this, there are subject libraries, which are enriched by procuring new books and supplementing the stock from the main library. The departmental libraries also maintain project reports, and Ph.D. dissertations, research journals and reports. Study material such as notes, question banks, magazine/ newspaper cuttings and reference books are also available for the students. Students and teachers have 12 hours access to all the resources available in the main library. Students make use of these resources for their assignments and reference work for projects/dissertations.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned timeframe and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

The institute with its planning and implementation strategy has ensured that the institute does not face any challenges in completing the curriculum within the





planned time frame and calendar. The curricula are in the form of units and assigned a specific number of lectures. At the beginning of the academic year, the institute provides Student Guide, which provides a clear picture of the number of teaching days available in a particular semester. In view of this, the teacher prepares the teaching plan, specifying topics to be taught, teaching methods to be adopted etc. This facilitates timely completion of the syllabus.

The content beyond the syllabus is very much part of the teaching plan and hence does not pose any challenge to the course faculty. Any deviation due to unplanned holidays are compensated by conducting extra sessions for those specific courses. The institute also provides for accommodating such deviations within the academic calendar.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

For every programme, the specific learning objectives have been clearly spelt out by the teachers and respective Boards of studies. To achieve this, the teaching-learning process is well planned and executed. The institute has a well-established monitoring mechanism to monitor the quality of teaching-learning. IQAC has been entrusted with the responsibility to monitor the teaching learning process. In order to streamline the process of teaching- learning the following measures are initiated:

- Academic and Activity calendar of each course is submitted to all members of faculty as well as students at the beginning of the academic session.
- Academic audit is done by the IQAC of all teachers for every semester by evaluating the units covered, as provided in the teaching plan and record of all academic as well as co-curricular activities performed of every teacher.
- For every semester, feedback on teaching is taken by the Director for all activities. A teacher is evaluated on different parameters such as communication skills, quality of teaching, content and method of delivery, resourcefulness and readiness and accessibility/ availability to students.
- Feedback for all subjects/ classes/ teachers is assessed by the Director and a report is prepared. The feedback is shared with teachers through an interactive meeting where shortcomings/problems are discussed. Solutions to these are also provided to seek improvement in the teaching-learning process.





2.4 TEACHER QUALITY

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resources (qualified and competent teachers) to meet the changing requirements of the curriculum.

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Ph.D.	3	0	2	0	12	8	25
M.Phil.	-	-	-	-	-	-	0
PG	-	-	-	-	11	11	22

Table 2.5: Cadre wise faculty distribution Qualification

All the recruitments of the institute are carried out by the governing body Param Pujya Dr. Babasaheb Ambedkar Smarak Samiti (DBASS).

At the end of every semester, the requirement of teachers with subject specializations is submitted to the DBASS. DBASS scrutinizes the requirements and takes appropriate action. Posts are advertised as per the requirement in leading national newspapers as well as on the website of institute so as to invite applications from wider geographical area. At the institute, all possible efforts are made to bridge the gap between sanctioned and filled teaching posts in adherence to UGC/State Government policies. The human resource recruitment strategies adopted by the institute are as follows:

- Assess the need for human resources for various courses/sections of the institute.
- Vacancy positions are communicated to the management by the Director.
- All sanctioned posts are filled using the process recommended by the university and the government.
- Obtain the roster of reservation of seats approved from the university and government.
- Obtain the NOC from the government for filling up the post.
- Advertise the post in newspapers as well as on institute websites.
- Get the selection committee approved from the University.
- With the permission of management and subject to the approval of university, the institute appoints competent and qualified teachers as per regulations of AICTE/UGC and State Government policies.
- Applicants with doctoral and post-doctoral degrees are given preference.





To meet the changing requirements of the curriculum, the policy of (DBASS)/ institute includes:

- Provide conducive environment for their professional growth.
- Peer support and support from the Principal to the teacher for the teaching-learning process as well as other College responsibilities.
- Support in terms of accessibility to infrastructure/ equipment.
- Support from the Local Managing Committee of the college in terms of granting and sanctioning special study leave to the teachers.
- Allow teachers to attend refresher courses or short-term courses to upgrade their knowledge.
- These measures help the college to retain adequate and well qualified faculty.

2.4.2 How does the institution cope with the growing demand/scarcity of qualified senior faculty to teach new programmes/modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

The teaching-learning process is augmented by taking regular support from the department alumni, industry experts. Teaching is supplemented by taking help from experts in the field, senior academicians from the University. For emerging areas like retail, digital media, experts from the area are invited for guest lecture.

The outcome of this entire exercise results in:

- Enhancement of knowledge and skills of students in tune with recent updates and advancements in respective subjects/ fields.
- Broadening the perspectives of students for better placements in companies in retail and digital media.





2.4.3 Providing details on staff development programmes during the last four years, elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programme

2012	
Development Programmes	Number of faculty Nominated
Refresher courses	NIL
HRD programmes	5
Orientation programmes	2
Training conducted by the university	8
Staff training conducted by other institutions	4
Workshops	10
Other training programmes	10

2013	
Development Programmes	Number of faculty Nominated
Refresher courses	NIL
HRD programmes	7
Orientation programmes	NIL
Training conducted by the university	9
Staff training conducted by other institutions	15
Workshops	17
Other training programmes	7

2014	
Development Programmes	Number of faculty Nominated
Refresher courses	NIL
HRD programmes	5
Orientation programmes	NIL
Training conducted by the university	NIL
Staff training conducted by other institutions	7
Workshops	11
Other training programmes	15





2015	
Development Programmes	Number of faculty Nominated
Refresher courses	NIL
HRD programmes	8
Orientation programmes	NIL
Training conducted by the university	NIL
Staff training conducted by other institutions	15
Workshops	22
Other training programmes	25

Table 2.6: Faculty Nominations to Developmental Programmes

b) Faculty training programmes are organized by the institution to encourage creativity and innovation in teaching and to empower and enable the teachers in the use of various tools and technologies for improved teaching-learning outcome such as teaching learning methods / approaches, handling new curricula, content /knowledge management, selection, development and use of enrichment materials, assessment, cross cutting issues, audio visual aids / multimedia, Online e-Resources and teaching learning material development, selection and use.

Institute has been proactive in organizing lecture series/workshops, which focus on overall professional growth and development of teachers. Some of the programmes organized areas follows:

S.No.	Training Program	Focus
1.	Mentoring	Mentoring students at UG and PG level. Understanding students problems, offering counselling, helping them overcome problems relating to various issues.
2.	Improving Classroom Performance	Improvement in academic process, knowledge and understanding work, work environment, emotional intelligence and benchmarking service quality.
3.	Continuous Learning Programs	IPR Understanding Intellectual Property Rights
4.	Career Advancement	Challenges of future and developing self for the opportunities and issues.

Table 2.7: Training Programmes for Teachers



c) Percentage of faculty invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies; participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies; presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies.

Sr. No.	2012	Resource Person	Participated	Presented
1	Workshop	17%	35%	9%
2	Seminars	9%	9%	9%
3	Conferences	9%	9%	43%

Sr. No.	2013	Resource Person	Participated	Presented
1	Workshop	22%	26%	9%
2	Seminars	9%	9%	9%
3	Conferences	9%	13%	30%

Sr. No.	2014	Resource Person	Participated	Presented
1	Workshop	18%	14%	7%
2	Seminars	7%	7%	7%
3	Conferences	7%	7%	18%

Sr. No.	2015	Resource Person	Participated	Presented
1	Workshop	21%	18%	11%
2	Seminars	11%	11%	11%
3	Conferences	11%	14%	36%

Table 2.8: Details of Faculty Participation in Workshops, Seminar & Conference





2.4.4 What policies/systems are in place to recharge teachers? (e.g. providing research grants, study leave, support for research and academic publications teaching experience in other national Institutions and specialized programmes, industrial engagement etc.)

The institute and LMC have played a very supportive role and motivated teachers to recharge, participate in QIP, MDP, Workshops and refresher courses as well as in research activities, publish and present research papers and other academic endeavours.

The policies of the management to train and recharge the faculty are as follows:

- Depute teachers for orientation, refresher and short-term training programmes, which are necessary for career advancement schemes.
- Motivate teachers to participate in training workshops for revised curricula and upgrade their skills.
- Encourage teachers to participate in seminars and conferences to expand their knowledge base and domain related expertise.
- Provide opportunities to teachers to learn new technologies and ICT especially in teaching-learning.

This is possible through following measures:

- Streamline process of research by assigning roles and responsibilities of Research Coordination Committee (RCC).
- Orient teachers to do research by making them aware about funding agencies for research, help them in writing research proposals, process research proposals, and submit it to funding agencies.
- Ensure optimum utilization of funding obtained under research schemes and ensure timely submission of utilization to the funding agency.
- Create awareness amongst teachers regarding various databases, citation index, h-index, SNIP and SJR.
- Grant study/special leave for participating in research programmes, industry engagement and exchange programmes for sharing their expertise at Universities / Institutes within the country and abroad.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.





The following Award's have been received by the Members of Faculty for excellence in teaching:

- 1. Dr. Nirzar M Kulkarni:** Prof. A.S. Ukhalkar National Award for Excellence in Commerce in the year 2015.
- 2. Dr. Sujit G. Metre:** Prof Dadasaheb Kalmegh National Award for Excellence in Management Science in the year 2015.

The institute has a set of core values, which have been practised for the past several years. These core values help in nurturing idealism, academic excellence and commitment towards education amongst stakeholders.

Our values are...

Educate, Empower, Elevate, Presence, Participation, Progress and are communicated to all stakeholders.

2.4.6 Has the institution introduced evaluation of teachers by the students and external peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

The institute has established a mechanism for taking feedback on teaching. The Director implements the feedback process for all members of faculty in each semester, analyses the feedback and shares it with teachers to seek improvement in the teaching-learning process.

The Director appoints external agency who share their expertise in this regard. Quality of teaching, resources used and prescribed, and methods adopted for teaching in terms of teaching aids and models and course completion are presented by every teacher in the yearly appraisal. The Self-Appraisal forms are evaluated by the top management of the institution and necessary feedback is forwarded to the faculty member through the Director of the institute.





2.5 EVALUATION PROCESS AND REFORMS

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

An Examination Department is in operation within the institute. The department is led by a Controller of Examination, who hold the responsibility of the entire evaluation process at the institute. The guidelines and norms set out by the RTM Nagpur University are strictly adhered to by the Institute.

The evaluation processes are brought to the notice of all the stakeholders and more specifically, to that of students and members of faculty through the following means:

- ❖ Being an affiliated institute of RTM Nagpur University; the Evaluation system followed by the institute is publicly available through the University Website.
- ❖ Institute communicates the evaluation system through the induction programme that the students undergo after joining the Programme.
- ❖ The evaluation system is also made available on the institute website for the information of all the stakeholders
- ❖ The Institute notifies the students regarding schedule and structure of internal evaluation system through the college notice board.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

In 2012 the RTMNU University adopted the Choice Based Credit System for MBA and MCM programme. The institute is responsible to provide the internal assessment marks as also in context of MBA, the End Semester Examination for Two Courses are conducted by Institute Examination Department, the university has specified norms for the conduct for these evaluations, which are strictly followed by the institute.

The institute is continuously working on the effective conduct of the exams through the Exam cell.

Internal Examination System:

- ❖ The Institute conducts the internal examination (Prelims) on the university exam pattern.





- ❖ Question papers for internal exams are prepared by the concerned subject faculty and it is submitted to the Examination Department for conducting the actual test/Exam.
- ❖ The Moderation Board then reviews the question papers to assess the appropriateness in terms of : Language, Scope of Syllabus, allotted marks to each question and all relevant and requisite information pertaining to the questions asked is provided or not.
- ❖ Final Copies are then printed and sealed before the conduct of the examination by the Examination Department.
- ❖ Answer scripts are evaluated by subject faculty, for class tests.
- ❖ Marks for internal assessment awarded on the basis of tests, assignment, active participation in class and overall conduct, as determined by the faculty in the respective subject and moderated by the Director as per the directions of the University.
- ❖ For the evaluation of Project work for different programmes, the process as specified by the university and amended from time to time, is adopted.
- ❖ Internal marks of the students are uploaded in RTMNU university web portal.
- ❖ All the Internal & External evaluation processes are facilitated and conducted by the Examination Department.

Some of the Evaluation reforms introduced by the institutions are:

- ❖ Since the institute has multiple sections for its various programmes, the institute has adopted the process of moderation in the question papers for internal evaluation, which is a major reform to make the evaluation process uniform and free from bias.
- ❖ Retests of internal evaluation are conducted for absentees, slow learners and for the students who opt for improvement of scores.
- ❖ The Project reports are evaluated using the Rubrics Method in order to create a fool proof evaluation system and to remove the subjective bias. This method has brought in the much needed transparency to the evaluation system. The institute has currently adopted this for MBA Final semester projects on a pilot basis and plans to introduce the same to other programmes based on its experience.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?





The Institute adheres to the university norms for the purpose of evaluating the performance of its students. These norms are implemented by devising plans and processes which ensures comprehensive and fool proof compliance of these norms. The most recent and a major reform introduced for the Post Graduate programmes is the implementation of the Choice based Credit System. Additionally, the Institute is also required to conduct the evaluation of Soft Core (Allied) Courses. Looking at the increased responsibility of the institute, it has initiated the following actions for implementing the evaluation reforms.

- ❖ The institute has strengthened the existing Examination Department by allocating few more faculty members to the department for effectively handling the increased load.
- ❖ The Institute also realized the importance of establishing a more independent Examination Department with increased resources.
- ❖ The institute has installed additional CCTV Cameras for increased surveillance.
- ❖ A New Examination Control Room was established and a separate Strong Room constructed for storage and security of Examination Materials.
- ❖ The formats of Answer Sheets for conducting the examination have been altered in conformance with the university norms.
- ❖ A Separate Photocopying facility has been created to cater to the increased demand of printing work of the Examination Department.
- ❖ Moderation Board has been established.
- ❖ Arrangements for Masking of Answer sheets has been made for implementing the evaluation reforms.
- ❖ External Evaluators have been appointed for assessing the Answer Sheets.

The Institute Level Evaluation Reforms implementation

- ❖ The Moderation Board has been constituted to moderate the question paper sets. The process of moderation is explained to the members concerned of the Moderation Board and training are also arranged from time to time for implementing the Institute level evaluation reforms.
- ❖ The process of 'Retest' and other terms are communicated to the students by issuing notification to this effect for the students and faculty members. List of 'Retest Examinees' is displayed in advance in order to give them sufficient time.
- ❖ Teaching Literature has been circulated amongst the faculty members for 'Rubrics Method' to acclimatize them, with the process of evaluating the





Project Reports. The Pilot results are being analyzed for further implementation.

2.5.4 Provide details on the formative and summative assessment approaches adapted to measure student achievement. Cite a few examples which have positively impacted the system.

Formative Evaluation Process:

The objective of formative evaluation of the students is to improve their learning, through continuous feedback.

Parameters for Formative evaluation are as follows:-

- Students Attendance Monitoring
- Assignments
- Workshops and Seminars
- Industrial visits
- Mini projects / Projects
- Mid semester tests
- Organizing technical events
- Social activities
- Inter-collegiate competitions
- Staff meetings are held to know the progress of the subjects & class test.
- The Dean (academics) & Directors sometimes monitor the lecture of the faculty

Summative Evaluation process:

The objective of summative evaluation is to assess the end semester performance of students. Summative evaluation benefits students to achieve good results. The internal assessment marks for the continuous assessment is being awarded as per the RTMNU University procedure.

The M.B.A. programme shall consist of **Thirty Two Courses** (Papers or Subjects) and a project in any of the specialization area opted by the student.

- ❖ The courses are segregated in three groups viz.
- ❖ Hard core or Compulsory courses (Comprising of basic subjects of Business Management),
- ❖ Soft core (Subjects oriented towards the skill enhancement) and
- ❖ Specialization (Subjects oriented towards Competency building in various functional areas of Business Management).





- ❖ The Semester End written examination of the hard core and specialization courses is conducted by the University while that of soft core courses is conducted by the Institute.
- ❖ The performance of the students for soft core courses is evaluated in two Components, One component is the Semester wise End Examination conducted by institute, component carrying 70% marks and the second component is continuous assessment by the institute (Internal assessment) component carrying 30% marks. The allocation of marks for the Internal Assessment and Semester End Examination is shown below:

1	Two periodical class tests/ case study to be conducted in the given semester	15 marks
2	An assignment based on curriculum to be assessed by the teacher concerned	05 marks
3	Active participation in routine class instructional deliveries	05 marks
4	Overall conduct as a responsible student, mannerism, articulation, and exhibition of leadership qualities in organizing related academic actives.	05 marks
5	Internal assessment Total marks	30 marks
6	Semester wise End Examination marks	70 marks
	Total marks per course	100 marks

Table 2.9: Allocation of Marks for Internal and End-Sem Assessments

(iv) **Summer project:** At the end of the second semester every students is to undergo summer training of 8-10 weeks with an industrial, business or service organization by taking a project study. The summer project carries 100 marks and is evaluated through internal assessment only. At the end of Summer Project, the candidate submits a certificate from the organization where he/she has undergone training and also required to submit a project report to the institute for the work undertaken during Summer training .The report will be evaluated by two examiners appointed by the Director. It will carry total 100 marks divided into written report of 50 marks and presentation of 50 marks.

Project Work: Project work is compulsory for each student appearing at the semester- IV (M.B.A) Examination.

(i) Project shall carry 200 marks as follows:





Head of Passing	Marks
Project Report	100
Seminar and open defense evaluation	50
Viva-voce	50
TOTAL	200

Table 2.10: Allocation of Marks for Project Work

(ii) A student is required to submit A copy of Project work (Printed or Type Written) to the institute

(iii) The Project work is evaluated through seminar and open defense and Viva-voce at the Institute by Two internal examiners appointed by the Director/Principal

- The names of meritorious students of every year are displayed on the notice board and these students are felicitated, which motivates all students to improve their performance.

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students weightage for behavioral aspects, independent learning, communication skills etc.

The institute ensures the transparency and rigor in the internal assessment with the help of pre-defined criteria which are communicated to the students during the induction programme. The internal assessment process covers all the aspects of the students in terms of overall development, behavioral aspects, independent learning, communication skills, etc. on the basis of which the final marks are allotted to the students. The institute has mentoring system through which various co-curricular activities are conducted to ensure the overall development of the students. Each activity is conducted based on standard operating procedure for its implementation, uniformity and evaluation of the students. Each student receives feedback from the activity in charge and mentor at the end of each activity.



**2.5.6 What are the graduates attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?**

The Institute follows the curriculum prescribed by RTMNU, which ensures the attainment of graduate attributes. Co-curricular and extra-curricular activities are also carried out by the institute to attain the graduate attributes. These activities are planned at the beginning of each semester and mentioned in the student guide. The Institute has set up a well equipped language laboratory.

The following are the graduate attributes specified by the college/affiliating university and to ensure the attainment of these attributes the institute conducts the following activities for the students:

Graduate Attributes	Achieved Through
Entrepreneurship	<ul style="list-style-type: none"> • Providing assistance to aspiring student entrepreneurs through the EDC-Entrepreneurship Development Cell of the institute. • Imparting awareness programs under the aegis of EDC- Entrepreneurship Development Cell, by way of workshops/Seminars/CEO Lectures series.
Business Management knowledge	Assignments & Examination (Internal and Semester end)
Communication Skill	Seminars, Group Discussion, Case Study Analysis, Extempore activity, etc.
Critical Thinking & decision making	Case studies, Projects and Summer Internships.
Analytical ability & Problem solving ability	Problems, Case studies and projects
Inculcating ethical values and environmental awareness	<ul style="list-style-type: none"> • Awareness programme through guest lecture/NSS/Student club activities. • Field study and Field work through the various student clubs like NSS.
Value-based education and Social Responsibility	Through activities (SMILE & Market Daud)

Table 2.11: Activities for attainment of Graduate Attributes





2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

The institute has the following mechanism for redressal of grievances with reference to evaluation both at the institute level and University level, the details of which are given as under:

Institute level Internal Class Test:

- The answer scripts of the examinations are shown to the students soon after evaluation. If there is any discrepancy, the teacher concerned makes necessary correction, if justified.
- Any student who has any grievance may directly contact the Grievance cell and put forth his grievance. Grievance Cell looks into the problem and redresses the grievance on merit.

University level: External End Semester Examination

- The University has its own grievance redressal mechanism for evaluation.
- In case any student has an objection about the marks awarded, he/she has the facility to apply for revaluation within a specified time with the prescribed fee.
- The university revalues the answer scripts and takes corrective action.
- The facility of revaluation is available to all students.





2.6. STUDENT PERFORMANCE AND LEARNING OUTCOMES

2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

Yes, the institute has clearly stated learning outcomes for each course and for each activity. These learning outcomes are communicated to the students and the staff through the teaching plans prepared by the group of faculties of each course and the faculty incharge of each activity at the beginning of the course and activity and through the student guides. The teaching plan comprises of the stated learning objectives of the course as well as the various contents of the course. The faculty members ensure that the learning outcomes are fulfilled at the end of every session.

2.6.2. Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/ programme? Provide an analysis of the students results/achievements (Programme /course wise for last four years) and explain the differences if any and patterns of achievement across the programmes /courses offered.

The institute is practicing the following mechanisms to monitor and communicate the performance of the students:

- The subject knowledge performance is monitored by the various class tests, classroom participation is communicated to the students in due course of time and university exam results.
- The overall progress of the student is monitored and communicated to the student through the mentoring activity evaluation and feedback.

The analysis of student's results and achievements if any for last four years for each programme are given as under:

Particulars	Programme – MBA				
	2012	2013	2014	2015	2016
Number Of Students Appeared	413	416	427	433	419
Number Of Students Passed	389	388	408	379	367





Pass Percentage	94.81	93.26	96.45	87.53	87.59
Merits (Top Ten Ranks)	2 nd & 3 rd	1 st , 3 rd & 10 th	2 nd	1 st & 7 th	
Programme – MCM					
Number Of Students Appeared	81	82	70	106	140
Number Of Students Passed	54	53	59	84	58
Pass Percentage	66.67	64.64	84.29	79.25	41.43
Merits (Top Ten Ranks)	3 rd & 7 th				
Programme – BBA					
Number Of Students Appeared	581	589	625	594	620
Number Of Students Passed	402	370	408	354	396
Pass Percentage	69.20	62.82	65.28	59.60	63.87
Merits Ranks	1 st & 5 th	8 th	2 nd , 6 th & 9 th	6 th	
Programme – BCCA					
Number Of Students Appeared	403	407	368	390	535
Number Of Students Passed	201	204	189	191	268
Pass Percentage	49.87	50.12	51.34	48.97	50.09
Merits (Top Ten Ranks)	10 th	2 nd & 7 th			

Table 2.12: Result Analysis for the Last Five Years

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The institute aims to facilitate the achievement of the intended learning outcomes through

- Classroom lectures
- Guest Lectures
- Well-equipped library
- Supporting study materials





- Class tests, written assignments, quiz tests, group discussions, role plays, group presentations/ seminars & interactive sessions

2.6.4 What are the measures/ initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

- The Institute organizes guest lectures by inviting experts from Academic Institutions, corporate sector and industry to enhance the social and economic relevance
- The Institute conducts training, workshops on entrepreneurship with the help of EDC.
- Training and Placement Cell of the institute conducts personality development, communicative English and aptitude training classes for the students.
- The Institute also conducts the special classes for the development of soft skills, Personal and Professional skills.
- Institute also conducts special programmes to enhance the social and economical relevance of course with different cells like EDC and NSS.
- The institute conducts the special training sessions on domain knowledge and mock interviews to support the quality campus recruitment process.
- Institute offers PhD programme to support the research activity.

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

The institute arranges industrial visits and events and then takes feedback from the students and analyses the learning's. University Results are analyzed to know the students and faculty skills that helps to improve both the students and faculty.

The students are given remedial coaching where required.

Institute has taken following steps to overcome barriers:

- Providing Question bank and study material of various subjects.
- Timely solution of student queries.
- By displaying the answer books to students to make them understand their relative strengths and weaknesses.
- Mandatory Minimum attendance limit for students to minimize absenteeism.
- Extra classes for weak students to solve their problems.
- Alumni meeting are conducted every year and the feedback from the alumni is considered for planning and improvement of the institution.





2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

Following measures are adopted by the college to ensure monitoring and achievement of learning outcomes:

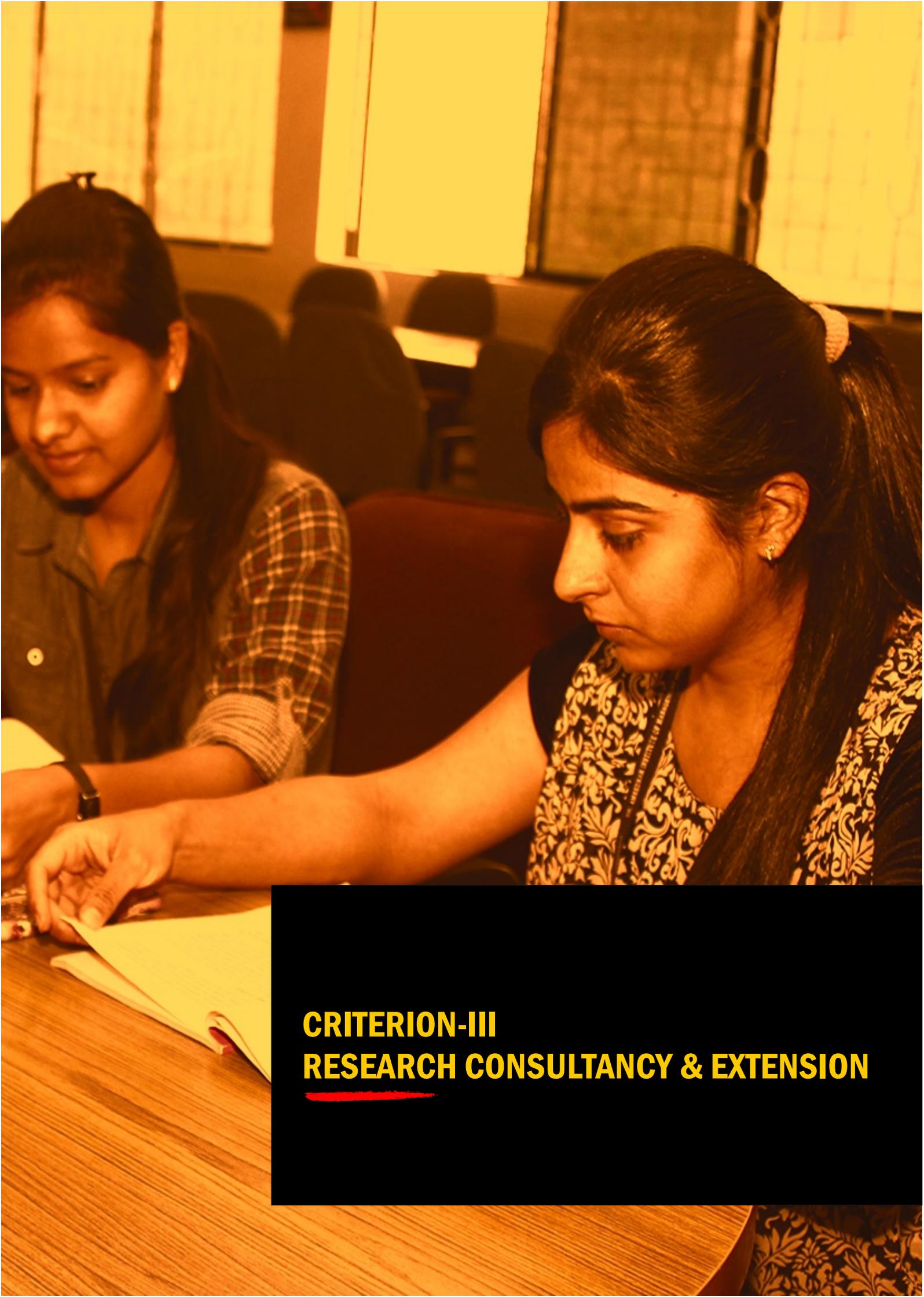
- Continuous Internal Evaluation (through class tests, presentations, assignments and attendance) and term end evaluation.
- Faculty ensures the achievement of learning outcomes by the students through the course delivery, interaction and evaluation
- At the institute level, results of internal and external assessments are maintained and analyzed.
- Subject Assignments are planned to be completed within the given duration.
- Attendance of the students is calculated for every assessment period informed to students about their lack in attendance through mentor.
- Various students competition are conducted to enrich them in other skills like co-curricular activities, sports, NSS camp etc.
- Analyzing the results of placement oriented aptitude tests.

2.6.7 Does the institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples. Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

YES, institution and teachers use assessment/evaluation outcomes as an indicator for performance evaluation of the students.

- When the teacher plans the course, he/she formulates the objective for the course. The teacher uses the following factors to check fulfillment of objectives.
- At the end of lecture verbal questioning, objective type test and feedback is taken.
- The student satisfaction level and mental skills are also evaluated.
- Faculty closely observes the managerial skills developed by students.
- Mentoring system helps evaluate and develop the students with counselling and support and therefore plays a crucial role in his/her overall development.





CRITERION-III
RESEARCH CONSULTANCY & EXTENSION



CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

Yes, the institute has a recognized research center of the affiliating University in the name “Place for Higher Learning and Research’ Approved by Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur. The total approved intake is 20 research scholars and as on date all twenty seats have been filled and research scholars are undertaking their research at this research center.

The synopsis screening, course work, progress reports, pre submission seminar etc is the responsibility of research center. The brief statistics of the research center are as follows:

- Date of establishment: 02/04/2014 (BCUD/R.G./2014/202)
- Sanctioned intake capacity:20
- No. of registered research scholars: 20
- No. of empaneled research supervisors: 12
- No. of research methodology workshops conducted: 04

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Yes, the institution has a research committee established in the year 2010. The committee is headed by The Director as its Chairman and Head of Research Cell Dr. Nirzar Kulkarni as its Member Secretary and includes 03 faculty from various Academic disciplines as its members.

1. PHD of the faculty
2. Research Workshops
3. Minimum Research Publications of 2 per year per faculty





4. Establishment of a University Recognized Research Centre.
5. Initiatives for grant of 2F/12B

The committee being the spearhead in nurturing research culture, started with basic agenda of creating awareness and improving quality as well as quantity of research publications. The committee usually meets twice a year and transacts on various issues related to faculty and student research. Right from the inception, the Research Committee has created a roadmap for promoting research in the institute & the year-wise recommendation and their impact is as follows :

Year	Recommendations made by the Research Committee	Impact of the Recommendation
2011-12	Preparing a Five Year Plan with an Objective to promote and develop the culture of Research in the Institute.	A comprehensive policy document was drafted which was approved by the Hon'ble Director. The priority of the policy was to promote research by faculty and acquisition of Ph.D degree by every faculty member within four years of Joining the Institute.
2012-13	Organise Research Workshops within the Institution and encourage participation of members of faculty in Research Workshops.	There was increase in the number of workshops hosted in the institute as also in the number of faculty members participating in such programmes hosted by other institutions.
2013-14	Promote submission of Research Work by the faculty for award of Ph.D. Acquire recognition of the institution as a Place of Research by the University	Research work of more than 10 Faculty members was awarded with Ph.D during this period and 5 faculty members registered for their Ph.D. programme. The Institute was awarded the "recognized Place of Higher Learning & Research" by RTM Nagpur University.
2014-15	Publication of Research in Quality journals and Participation in Conferences must be promoted amongst the Faculty members of the Institute.	A significant number of Publications and conference participation was registered during this period.
2015-16	Apply for recognition of the institute under 2F/12B and promote Funded Research amongst the members of the faculty. Spread Awareness on IPR and related aspects of Research	The Institute has initiated the process for recognition under 2F/12B for receiving Research Grants. A Special 2 Days' workshop was organized for the faculty members in association with the Rajiv Gandhi National Institute of Intellectual Property Management.

Table 3.1: Recommendation of Research Committee and its Impact





3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes /projects?

The research policy of the institute is a comprehensive document, which provides the direction and philosophy on which the research at DAIMSR shall be based upon. The faculty member needs to pursue and complete his/her doctoral thesis work before undertaking any other research work. However, research projects as a part of PhD work or closely related to project work can be undertaken.

As a first step towards developing a culture of research, the institute applied to the university for grant of recognised Research Centre. This initiative resulted in the recognition of the Research Centre in the year 2015.

As a next step the institute initiated the process for grant of 2F/12B recognition to the institute, as this was turning out to be a major obstacle in obtaining funded research projects from UGC and many other funding bodies. The application under 2F/12B is currently under consideration.

The institute is currently in the process of building research collaboration with Babasaheb Ambedkar Research and Training Institute (BARTI), Pune for undertaking funded research projects for marginalized classes.

Research proposals have been submitted by faculty members to three funding agencies including AICTE, ICSSR and BARTI, which are currently under consideration.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

The institute has initiated the following activities in order to develop scientific temper and research culture amongst the students:

1. The students are encouraged to use their research skills while undertaking the Summer internships in various organizations. The students are asked to submit a report of their SIP and the aspect of research and analysis is given special emphasis in order to develop their inclination towards research.
2. The faculty members are required to conduct their research with active involvement of the students.
3. Students are exposed to the Rigour of Research (RoR) as they present their





research synopsis, approved “Data Collection Tools”, make pre-submission seminar and post submission presentation in presence of industry experts as a Part of his / her semester IV project work.

4. Appreciation at Annual Awards Function for the Student researchers presenting / publishing their papers at conferences.

5. The institute regularly organizes workshops on research methodology, and training on using MS-Excel for data analysis.

6. Students participate in the National conference – Acumen and present their research.

7. The institute has started publishing an online research magazine –*Sankalan* to publish the research work of the students.

8. The institute offers the facility of reimbursing registration and publication fee to students for participation in Seminar, Conferences for presenting their research.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

The faculties of the institute are actively involved in research activity in terms of guiding student research, guiding research scholars for Ph.D, conducting independent and collaborative research and presenting and publishing in conferences, journals and also as resource persons at various research workshops. The details of faculty involvement in research activity in the last four years is as given below:

	2012-13	2013-14	2014-15	2015-16
Supervising Ph. D students*	07	09	03	08
Guiding Student Research	12 per faculty Annually			
Leading Research Projects	---	01	---	---
Individual Research Activity*	15	03	16	14
Collaborative Research Activity*	22	17	29	34
Resource persons for Research workshops*	02	04	08	07
*Total Research output of all faculty members				

Table 3.2: Research Activities of Faculty members





3.1.6 Give details of workshops/ training programmes /sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

The institute conducts various workshops, training programmes and sensitization programmes with focus on capacity building in terms of research and imbibing research culture among the staff and students. The various programmes with this objective, conducted during last four years are given below:

Year	Type of Program workshops/training/ sensitization	Dates & Duration	Target Audience	In-House or Open to All
2012-13	Budget Analysis	04/03/2013 One Day	Faculties and Students	Open to All
	Acumen – Paper Presentation Conference	09/03/2013 One Day	Faculties, Industry Practitioners, Researchers and Students,	Open to All
2013-14	Budget Analysis	21/03/2014 One Day	Faculties and Students	Open to All
	Acumen – Paper Presentation Conference	08/03/2014 One Day	Faculties, Industry Practitioners, Researchers and Students,	Open to All
2014-15	Budget Analysis	04/03/2015 One Day	Faculties and Students	Open to All
	Acumen – Paper Presentation Conference	26/09/2015 One Day	Faculties, Industry Practitioners, Researchers and Students,	Open to All
	Research Methodology Workshop	17/05/2014 to 23/05/2014 One Week	Research Scholars	Open to All





	Research Methodology Workshop	24/05/2014 to 30/05/2014 One Week	Research Scholars	Open to All
2015-16	Budget Analysis	12/03/2016 One Day	Faculties and Students	Open to All
	Acumen – Paper Presentation Conference	01/10/2016 One Day	Faculties, Industry Practitioners, Researchers and Students,	Open to All
	Research Methodology Workshop	28/01/2015 to 04/02/2015 One Week	Research Scholars	Open to All
	Research Methodology Workshop	18/12/2015 to 27/12/2015 One Week	Research Scholars	Open to All
	Research Methodology Workshop	01/05/2016 to 15/05/2016 One Week	Research Scholars	Open to All

Table 3.3: Workshops and Research activities conducted for promoting Research

3.1.7 Provide details of prioritized research areas and the expertise available with the institution.

Apart from the research of academic nature, the RC has identified areas for active research relevant to Vidarbha region and or society at large. Prioritized research areas as validated and approved by the research committee are:

1. Macro-economic issues and its social impact

2. Entrepreneurship: Region Specific Problems, Social Entrepreneurship, Evaluation of GoI efforts, schemes and Impact measurement, Market Mapping for new ventures from first generation entrepreneurs.

3. CSR: CSR audit and impact measurement, Success / Failure Case studies from the region. Funding and rehabilitation strategies for NGOs and special children.





4. Financial Education and Inclusion: Impact analysis of various government initiatives, study of financial scams.

MSME: Problems and solutions, Need & Effort gap analysis, Training need identification.

The Expertise Available is as follows:

Research Supervisors	RM & Data Analysis experts	PhD Research Scholars	Enumerators
8	12	20	60

Table 3.4: Research expertise available with the institute

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

The institute organizes National level Conference ‘Acumen’ every year. Eminent researchers are invited as guests and Sessions chair for the conference, this provides an opportunity to the students and the teachers to interact with these eminent researchers.

The institute also has a Bi-annual journal ‘Acuitas’ which has eminent researchers on the Panel of Reviewers. The faculty members and students interact with these Reviewers from time to time.

The institute’s Research Cell calls eminent researchers to conduct workshops and Training for both students and Faculty, this provides an opportunity to interact and learn from experts from various research domains.

Some prominent researchers also visit the institution during the conduct of Open Defense and Viva-voce of the students for evaluation of Final Research Projects; this serves an occasion for both faculty and students to engage with the eminent researchers.

The institute has prepared a list of eminent researchers who may be invited to conduct Open defense and Viva-voce for the Ph.D. scholars. This would offer an occasion for faculty and students interaction with some leading figures in the area of Research.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?





The institute has the provisions for providing sabbatical for faculty members pursuing full-time Ph.D, since none of the faculty members have pursued full time Ph.Ds, hence the faculty members have not availed the sabbatical. The faculty members are provided Duty leaves for conducting any research related activities, this has led to many faculty members availing duty leaves for carrying out their research works. The convenience provided to faculty members in pursuing their research has led to Ph.D. of over 60% of the faculty members.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness / advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

The institute has, as a matter of policy, introduced certain measures to promote and propagate the findings of the research amongst the users of that information and students community as well as the industry:

1. The Research of the institute is widely made available by publication in prominent journals.
2. The researchers are encouraged to participate in conferences in order to reach out to masses and share their research findings.
3. The Bi-annual journal of the institute is also used as a mode of propagating the research of the institute.
4. The following research has been shared with the respective authorities for making use of the research findings:

S. N.	Research Work (Title)	Transferred for Action to (Agency Name)	Researcher
1.	10 Major reasons for lack of career and employment opportunities for youth of Vidarbha in the era of Globalization - analysis and suggestive measures.	Vision Next Foundation, Nagpur	Dr. V. K. Joshi
2.	Can Accreditation drive the National Education Agenda?	Chairman, All India Council for Technical Education, New Delhi	Dr. M.J. Siddiqui
3.	Developing an Educational Institution's Network for Improved Communications in the City of Nagpur.	Nagpur Municipal Corporation: Under Smart City Project	Dr. M.J. Siddiqui

Table 3.5: Research Work transferred for action to Agencies





3.2 RESOURCE MOBILIZATION FOR RESEARCH

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

The institute makes budgetary allocation for research out of the total budget. The details of financial allocation and actual utilization and major heads of expenditure earmarked for research is given as under for last four years:

Year (1 st April – 31 st March)	Total Budget	Research Budget	% of Research Budget	% Utilisation	No. of faculties involved
2012-2013	5,58,43,500	15,00,000	2.69 %	129.92 %	9
2013-2014	5,48,75,000	15,00,000	2.73 %	91.31 %	6
2014-2015	5,30,15,000	25,00,000	4.71 %	87.09 %	5
2015-2016	6,03,97,000	30,00,000	4.97 %	99.83 %	7
2016-2017	6,91,09,000	45,00,000	6.51 %	--	--

Table 3.6: Budgetary allocation for Research

Particulars	Expenditure Incurred (Rs.)			
	2012-13	2013-14	2014-15	2015-16
Seminar/Conferences/ Workshop/FDP Organized	16,73,963	14,65,178	21,06,457	27,60,929
Sponsoring the Faculty for participation in Conferences	2,74,867	24,500	71,030	2,34,120

Table 3.7: The major heads of expenditure for research

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

The institute does have provision for Seed money of Rs. 5 lacs per annum. The faculty members have not availed this benefit till date.



**3.2.3 What are the financial provisions made available to support student research projects by students?**

The institute does not offer any direct financial assistance to students for research projects, yet all students participating in any conference related to research activities are sponsored by the institute.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

The institute offers all programmes within the commerce faculty only and thus the scope of interdisciplinary research is very limited.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The institute has created research facilities such as IT lab with computing facilities, hi-speed Internet access, subscription to online journals and databases. A library with books across multiple disciplines, printed journals, etc. These resources are made available to the enrolled research scholars, faculty members of the institute and the students of various programmes. The access to these facilities is available for more than 12 hours in a day and are always kept in order and working condition. The access to these resources is not limited or constrained, giving the researcher the freedom to work as per his/her convenience.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

The institute has received the following assistance from the industry and other agencies for the development of Research facilities in the institute.

Year	Name of Industry/ Agency	Grants Received
2012-13	THINK & LEARN	15,000
2013-14	THINK & LEARN	75,000
2014-15	N/A	Nil
2015-16	DELHI ACADEMY FOR MEDICAL SCIENCES	1,44,000

Table 3.8: Grants Received from Beneficiary Agencies





3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, Industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

The institute has made sustained efforts in order to build a strong Research team by promoting quality research work as also by acquiring Research degrees by the faculty members. This has now resulted in achieving the required background of the institution for receiving research fund from various funding agencies.

These efforts have resulted in achieving the following essential requirements to obtain funds:

1. Over 50% of the Faculty members have been awarded Ph.D.
2. The Institute has received the recognition as 'Place of Higher Learning & Research' from the affiliating University.
3. The application for obtaining 2F/12B status is forwarded and under process.
4. The Accreditation for Institute & its Programmes are under process.

Having initiated these measures, the institute is now entering the process of applying for the research funds from various agencies, and 3 (Three) Major research Projects have been submitted by the Faculty members during the current Year and these applications are under the process of review (Details in the Table below)

Nature of the Project	Duration Year From To	Title of the Project	Name of Funding Agency	Total Grant		Total grant received till date
				Sanctioned	Received	
Minor projects	--	--	--	--	--	--
Major projects	2 years	Impact of Corporate Retailing on Unorganized Sector in Vidarbha Region	ICSSR, New Delhi	19,70,000	Submitted on 24 th July, 2015 (Dr. V. K. Joshi)	Under review process.





	2 years	Study of Socio-Educational-Economic development of Scheduled Castes (SCs) & Marginalized Classes of SCs in Nagpur	BARTI, Pune	15,00,400	Submitted on 27 th July, 2015. (Dr. S. S. Fulzele & Dr. V. K. Joshi)	Under review Process for Research Collaboration
	3 Years	An investigation of factors affecting the growth of industry linkage and consultancy services of Professional institutions in Maharashtra State.	AICTE, New Delhi	16,61,000	Submitted during the year 2016-17 (Dr. M. J. Siddiqui)	Under Consideration of the AICTE
Interdisciplinary projects	--	--	--	--	--	--
Industry sponsore	--	--	--	--	--	--
Students' Research projects	--	--	--	--	--	--
Any other (specify)	--	--	--	--	--	--

Table 3.9: Details of the Research Funding Proposals submitted



3.3 RESEARCH FACILITIES

3.3.1 What are the research facilities available to the students and research scholars within the campus?

The Institute has made following facilities available to research scholars and students:

- The Institute has large number of books in library on different subjects of management and research methodology.
- The Institute also upgrades e-library by taking latest e-journals every year (Delnet)
- The Institute conducts faculty development program on Research Methodology which helps faculties in their research and member of faculties are also nominated to attend similar courses in other Institutes.
- The Institute provides computers with internet facility in labs and library.
- The Institute has network with industry for identification and carrying out research projects.
- The Institute has all necessary software and computing facilities for data analysis.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The following institutional strategies for planning, upgrading and creating infrastructural facilities are adopted to meet the needs of researchers in the new and emerging areas of research:

- The institute initiated the process for getting a research center in the year 2014, and the institute is now an approved research center for the research scholars who wish to pursue Ph.D. degree in RTM Nagpur University.
- The institute has initiated the process of 2F/12B, which is a mandatory requirement of many funding agencies for providing sponsored research projects to the researchers of the institute on various contemporary issues.
- As per the needs of the researchers, new titles of books and journals on contemporary issues are added as per the research committee recommendations.
- Access to e-journal database subscription is reviewed for its relevance to cope up with the emerging issues in management.





- The computing facilities are upgraded and high speed internet access is made available to the researchers.
- The institute has provisions whereby funds can be granted to any faculty or student wishing to subscribe to any specific database as per the needs.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments/facilities created during the last four years.

The institute has received finances from the industry and agency for developing research facilities. The grant has been utilized to create the following research facilities:

1. Computing Facilities for Researchers. (05 Nos. Computers)
2. Subscription of Research Journals.
3. Subscription of Research Database. (J-Gate)
4. Printing and scanning facilities for Research (Printer Cum Scanner)

3.3.4 What are the research facilities made available to the students and research scholars outside the campus/other research laboratories?

The research conducted in the field of management are social science researches wherein the students and the research scholars need to conduct either field research (survey based) or visit various organizations for data collection. The institute has developed a network with various organizations (public and private), and as per the needs of the students and research scholars helps to procure permissions for conducting research work in these organizations.

Also, as a part of curriculum, the students of management course are required to undertake field based research projects in various functional areas of management in various organizations. The institute helps such students to procure field based research projects in the organizations as live research projects / internships.

The institute has provisions for sponsoring any faculty or student who wishes to use the research facilities from any other outside body, if such facilities do not exist within the institution.





3.3.5 Provide details on the library/information resource center or any other facilities available specifically for the researchers?

The institute provides the following facilities specifically for researchers:

- i) Access to various national and international e-journals, research articles and abstracts through subscription to online databases like DELNET, and other open source databases.
- ii) The Institute also has subscribed 72 national and 51 international journals which are available in reference library.
- iii) Researchers are given the permission to use the library facility of sister institutions.
- iv) Internet and Wi-Fi are available in the library.
- v) Books are issued for longer duration for research work.
- vi) Photocopying facility is available in the library.
- vii) Old project works are preserved in the library.
- viii) Latest books and e-journals are procured every year as per the guidelines of AICTE / UGC and the University.

3.3.6 What are the collaborative research facilities developed/created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

Yes, The institute has developed the collaborative research facilities in the institute. The institute has developed association with Dr. Ambedkar College, Nagpur running various non-management courses like arts, science and law. The institute has been able to engage many prominent researchers from this institution to guide the research scholar and students. The research scholars of the institute are also allowed access to DACN library for such collaborative research.





3.4 RESEARCH PUBLICATIONS AND AWARDS

3.4.1 Highlight the major research achievements of the staff and students in terms of Patents obtained and filed (process and product) Original research contributing to product improvement –

The following faculty members have been included into the Product development and Product improvement teams of various organizations

S.N.	Name of Faculty	Organization	Role & Product
1	Dr. Vikram K. Joshi	CodeWizards Technologies Pvt. Ltd., Dhantoli, Nagpur	Consultant & Mentor/ Market Research & Product Research
2.	Dr. Mujahid J. Siddiqui	ABB India Ltd.	Consultant for Steam and Water Analysis System for Power Plants.
3.	Prof. Ajay Gidwani	Aerobic Pharma	Consultant for Product Development.

Table 3.10: Faculty contribution to Product Development/ Improvement

Research studies or surveys benefiting the community or improving the services -

The following studies have been undertaken by the faculty members which have made an impact on the communities and which have resulted in making impact on improvement of services either directly or indirectly:

SN	Name of Faculty Member	Research Study/Surveys	Action taken for transfer of benefit
1	Prof. Hemant Deshmukh	Study on Benefits of Eco-tourism to Villages surrounding National Parks nearby Nagpur City	Report submitted to Wildlife Conservation Trust, a Mumbai based NGO, engaged in Tiger Conservation & Environment Protection in India.
2	Dr. Vikram K. Joshi	Financial Inclusion of Urban Poor	Published in Journal and Delivered a lecture on the topic at Probationary Officers Training for Public Servants of MPSC.
3	Dr. Vikram K. Joshi	Research report on 10 Major reasons for lack of career and employment opportunities for youth of Vidarbha in the era of Globalization - analysis and suggestive measures	Report submitted to Vision Next Foundation, Nagpur for preparing the report for Chief Minister of Maharashtra, India.
4	Dr. Sarang	NMC Smart City (Public	Survey conducted on behalf of Nagpur





	Javkhedkar	Opinion Survey)	Municipal Corporation, Nagpur and report submitted.
5	Dr. Mujahid J. Siddiqui	The analysis of Solid Waste Collection and Disposal for the city of Nagpur	Kanak Resource Management Ltd. (Agency appointed by Municipal Corporation for SWM)
6	Dr. Mujahid J. Siddiqui	Developing an Educational Institution's Network for Improved Communications in the City of Nagpur.	The research was forwarded for action under the Smart City Scheme to Nagpur Municipal Corporation, Nagpur.
	Dr. Mujahid J. Siddiqui	Can Accreditation drive the National Education Agenda?	The research was shared with Chairman AICTE at a conference and mailed for action.
7	Dr. Mrinmayi Chavan	Research on Impact of Pesticides on Water Quality in the Intensive Agriculture Area of Nagpur Region	The research was published in the Journal published by NEERI, Nagpur and thesis is submitted to NEERI, Nagpur for suitable action.
8	Dr. Sujit G. Metre	Industry expectations from academia – an Indian saga of push-pull failure	Chairman, AICTE, New Delhi
9	Dr. Sujit G. Metre	Mutual Fund Advisory Service – A debate of yes, no, fee or free	Vice Chancellor & Director BCUD RTM Nagpur University, Nagpur.
10	Dr. Sujit G. Metre	Quality Assurance in B-schools in Emerging Cities – A Case of Nagpur City	Director, MSME-DI, Nagpur
11	Dr. Sujit G. Metre	Human Resource Outsourcing-A Stepping Stone for SMEs in Bharat	Director, MSME-DI, Nagpur
12	Dr. Sujit G. Metre	Study of Innovations in Indian Mutual Fund Industry	Chairman AMFI
13	Dr. Sujit G. Metre	Use of Blogs in Reinforcing the Social Marketing Message : A case of Incredible India, 'Atithi Devo Bhavo' Campaign	OSD , The Union Ministry of Tourism, GoI
14	Dr. Sujit G. Metre	Achieving Strategic fit through sustainable societal development - A suggestive framework for CSR measurement for PSUs	VP HR, MECL, Nagpur
15	Dr. Sujit G. Metre	Use of Blogs in Reinforcing the Social Marketing Message : A case of Incredible India, 'Atithi Devo Bhavo' Campaign	OSD , The Union Ministry of Tourism, GoI

Table 3.11: Research studies benefiting the community



3.4.2 Does the Institute publish or partner in publication of research journal(s)? If ‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

Yes, the institute has National bi-annual journal

S. No.	Name of the journal	ISSN	Type	Category
1.	“Acuitas” the Journal of management research	0975 – 9654	Bi-annual	National

Table 3.12: Description of Institutional Publications

The composition of the editorial board for the journal is as follows:

1. Dr. N.M Kulkarni – Executive Editor
2. Dr. Ruhi Bakhare – Co-editor
3. Dr. Vivek Pimplapure – Co-editor
4. Prof. Pallavi Sangode – Member
5. Prof. Sushant Waghmare – Member
6. Prof. Sachin Panchabhai - Member
7. Prof. Pallavi Badre - Member

Publication is listed in following the international databases:

1. Indexed in Cabell’s directory
2. Indexed in Ulrich
3. Indexed in Copernicus directory

3.4.3 Give details of publications by the faculty and students:

Sr. No	Name of Faculty	Paper Published in		Monographs	Chapters	Books	Citations
		International/National Journal	International/National Conference				
1	Dr. Sudhir S. Fulzele	4	4				
2	Dr. Vilas Chopde	06	08			10	
3	Dr. Ashutosh A. Paturkar	13	-	-	-	-	-
4	Dr. Nirzar M. Kulkarni	14	16	-	-	4	-
5	Dr. Sujit Metre	17	5	-	-	-	-





6	Dr. Mujahid Juned Siddiqui	7	8	-	-	1	
7	Dr. Aniruddha M. Bodhankar	1	-	-	-	-	-
8	Dr. Vivek Pimplapure	1	-	-	-	5	6
9	Dr. Pranay Parashar	1	1	-	-	-	-
10	Dr. Snehal Godbole	-	3	-	-	1	-
11	Dr. Rashmi Gupta	6	4	-	-	-	-
12	Dr. Vikram Joshi	12	6	-	-	-	13
13	Dr. Pushparaj Kulkarni	1	2	-	-	5	-
14	Dr. Dipesh Uike	3	10	-	-	1	-
15	Prof. Sachin Panchbhai	-	4	-	-	-	-
16	Dr. Vijay D. Joshi	5	1	-	-	-	-
17	Prof. Pallavi Sangode	5	5	-	-	-	-
18	Prof. Amardip D. Kurukwar	-	6	-	-	-	-
19	Prof. Hemant Deshmukh	2	-	-	-	-	-
20	Prof. Chandresh Chakravorty	-	-	-	-	-	-
21	Dr. Avish Daniel Petras	-	-	-	-	1	-
22	Dr. Mrinmayi Chavan	3	12	-	-	-	-
23	Prof. Pallavi Ughade (Badre)	2	9	-	-	-	-
24	Prof. Chetana Soni	2	8	-	-	-	-
25	Prof. Anupkumar M.Dhore	-	-	-	-	-	-
26	Prof. Sushant Waghmare	1	-	-	-	-	-
27	Dr. Ruhi Bakhare	14	8	-	-	-	13
28	Prof Ajay Gidwani	-	-	-	-	-	-
29	Dr. Vandana Rao	-	4	-	-	1	-
30	Dr. Monika Jain	1	2	-	-	1	-
31	Dr. Sarang Javkhedkar	2	1	-	-	2	-
32	Dr. Suparna Deo	1	5	-	-	-	-
33	Prof. Mitali Gupta	-	1	-	-	-	-
34	Prof. Pritichhaya Tamboli	-	2	-	-	-	-
35	Prof. Vaishnavi Jichkar	-	1	-	-	-	-
36	Dr. Saket Bansod	5	2	-	-	1	-
37	Dr. R. K. Mishra	-	2	-	-	1	-
38	Prof. Rinki Mulchandani	-	4	-	-	-	-
39	Prof. Shital Naphade	-	1	-	-	-	-
40	Prof. Amita Taide	-	2	-	-	2	-
41	Prof. Medha Nanhe	-	3	-	-	-	-





42	Prof. Shital Kene	1	-	-	-	-	-
43	Prof. Jayant Gondane	1	1	-	-	-	-
44	Prof. Kothiram Girsawle	1	1	-	-	-	-
45	Prof. Prashant Dupare	1	1	-	-	-	-

Table 3.13: Papers published by faculty in peer reviewed journals
Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database- International Social Sciences Directory, EBSCO host, etc.):

113 (One Hundred Thirteen Only)

* Books Edited:	03
* Books with ISBN/ISSN numbers with details of publishers:	30
* Citation Index:	Yes

3.4.4 Provide details (if any) of

* Research awards received by the faculty

S. N.	Name of Faculty	Nature of Award	Year
1	Dr. Sujit G. Metre & Dr. Pranay Parashar	Best Case Award at International Conference held at SMVDU, Katra.	2014

Table 3.14: Research Awards Received by Faculty Members

* Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally

Dr. Vikram K. Joshi received appreciation letter from Vision Next Foundation for Research report on 10 Major reasons for lack of career and employment opportunities for youth of Vidarbha in the era of Globalization - received in presence of Chief Minister of Maharashtra, Shri Devendra Fadnavis.

* Incentives given to faculty for receiving state, national and international recognitions for research contributions.

The institute has a policy of incentivizing the exemplary Research achievements by the Faculty of the institute, such award contains a Cash Prize of up to Rs. 1,00,000.(Rupees One Lac only).





3.5 CONSULTANCY

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

The institute has bridged the gap between theory and practice, by encouraging Industry- Interaction as a part of quality improvement strategy. This has evolved as a platform for establishing linkages with the industry through increased interactions with industry personnel.

The institute plans for annual activities and implements them as per the availability of Industry experts. Many activities like interactive sessions, sessions with CEO, panel discussions and guest lectures have been conducted.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

The institute has broad policy guidelines for promoting consultancy by the Faculty members. This policy is approved and updated from time to time by the Management of the Institution. The policy promotes Consultancy Projects undertaken by the faculty members. The scheme includes a host of benefits and incentives for promoting the Consultancy work undertaken by the faculty members. Wide publicity through various media is provided for propagating the expertise available with the institution through:

1. Institute's Website.
2. Brochures.
3. Mailers sent to various institutions.
4. Social Media.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The institute encourages the staff to utilize their expertise and available facilities for consultancy services in the following ways:

- The staff members are provided duty leave for providing consultancy services if needed.
- The institute encourages the faculty members to increase the interaction with the industries by visiting various industries and professionals.
- The institute encourages the members of faculty to go to various corporate houses as resource person for various lectures and training programmes.



**3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.**

The broad areas of remunerative consultancy services are as follows:

Year	Nature of Consultancy (Name of Organization)	Revenue Generated (In Rupees)
2012-13	MECL	23,000
	GATEFORUM	4,30,000
	LARS ENVIRO	22,255
	AMIT ENTERPRISES	6,00,000
	CAREER CAMPUS	1,85,000
	PHI	51,000
2013-14	MECL	94,940
	AMIT ENTERPRISES	9,40,000
	CAREER CAMPUS	10,90,000
	INOPEN TECH	5,000
	PHI	23,000
2014-15	MECL	55,200
	CAREER CAMPUS	5,00,000
	PHI	20,000
2015-16	AMIT ENTERPRISES	7,83,000
	CAREER CAMPUS	8,00,000
	SEED INFOTECH	18,000
	PHI	51,000

Table 3.15: Revenue Generated by Institute through Consultancy

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved Institution) and its use for institutional development?

Since the institute does not receive any regular developmental grants from any institution, all its developmental work is through self-financed sources only. The income generated from the consultancy work of the faculty members is a very important source for Capital Investment. Considering this, the Institute has planned to divert a major share from consultancy work towards development. It is of course permitted to draw the amount for related expenditure and Faculty honorarium first and the balance amount be deposited for undertaking major developmental and expansion work of the institute. This policy will be reviewed every three years and efforts will be made to increase the share of faculty members.





3.6 EXTENSION ACTIVITIES AND INSTITUTIONAL SOCIAL RESPONSIBILITY (ISR)

3.6.1 How does the institution promote institution neighborhood community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

Institute has been promoting the participation of students and faculty members in Social responsibility activities through the following activities:

Institutional Social Responsibility Dimension	Extension- Activities that promote the Social Responsibility
Promote Institution Neighborhood community network	<ul style="list-style-type: none"> • Legal Aid Camp during Dashhera at Deekshabhoomi • Visiting Slums to promote Health awareness • Tree Plantation Drives in the neighboring areas • Visit to Blind School • Visit to Oldage homes and Orphanages • Educational Counselling for students from Slum Areas • Water Conservation Drive for Community
Contribution to good citizenship & service orientation and holistic development	<ul style="list-style-type: none"> • Selling products made by Orphans and differently abled children under an activity named as 'Market Daud' • Blood donation Camps are organized under the Rotract Club activities • The Students Organize and Manage "Cyclothon" – an annual cycling race to promote health and environment awareness amongst the citizens. • Various Community services through N.S.S • Blood Donation Camps • Special camps in local villages were conducted to study the life style and socio-economic profile of the residents. It enables the faculty and students to realize the importance of their contribution to the local community and thereby the character of





	<p>service orientation and good citizenship builds.</p> <ul style="list-style-type: none"> • Tree plantation to enable the students to understand the importance of clean and safe surroundings. • Fund raising events for social causes are also conducted by the institute. These are conducted under the name of 'Abhiyan'. The activities under this event include events for differently abled, Visually impaired and backwards classes with collaboration of other organisations.
--	---

Table: 3.16: Extension Activities to promote Institutional Social responsibility

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

The institute has a pre designed inventory of Social activities that are to be conducted in an academic session. These activities are allocated to individuals or group of faculty member/s to conduct in that academic year. The students are divided into smaller groups, usually consisting of 12-15 students each, which is monitored by Mentors. The mentors in coordination with the event in-charges facilitate the participation of student's in these activities. This ensures the engagement of every student in some or the other activity.

This mechanism helps in tracking the student's involvement in various social activities which promotes citizenship roles.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the Institution?

The institute solicits the perceptions of its stakeholder in the following manner:

Managing Society: The Director of the institute seeks the perception of the Managing Society about the performance of the institution by means of discussion and while presenting the annual performance report to the management.

Faculty of the Institute: The faculty members are encouraged to meet the Director at regular intervals and present their views on the performance. In this context, the institute has a very open policy of forwarding feedback either informally or through





mails to the Director of the Institute. The director also meets every faculty for an elaborate one-to-one discussion twice every year.

Students of the Institute: The institution has a very systematic free and fair means of seeking the feedback from the students. The student feedback is sought every six months, wherein the all the round performance of the institution is evaluated by the students. Apart from the formal feedback the feedback is also taken informally during the student counseling sessions. The student also give feedback through the suggestion boxes on issues which may require immediate attention of the Director.

Parents & Guardians of the Students: The Institution has created a system for understanding the perception of the Parents of the students studying in the institute. The parents of the students of institutes are invited to the events and are engaged in conversation with the Faculty and Director to understand their perceptions on the various aspect of the functioning of the Institute. The concerns of parents are voiced annually at the Parents teacher meet, where their concerns are addressed and issues resolved.

Recruiters: The Placements Cell obtains feedback from the organizations which recruit students from the Institute. Such feedback is conducted in a structured format including Quality of students, Infrastructure facilities and hospitality arrangements. This data is shared with various concerned departments and individuals.

Alumni: The alumni meet is a very important source of gathering perceptions of the alumni. The institute has also created groups on Social Networking sites including Facebook and recently Whatsapp from where such perceptions are collected by formal discussion.

Society & Other bodies:

The institution communicates with the Society at large and the other bodies such as University and Institutions by inviting a section of these to various events and on occasions which permit their participation. Guest Lectures, Judges to Events, members of various institute bodies as well as the Evaluators and Experts in Conferences, Seminars and the likes. These occasions are used to understand the perceptions of these very important stakeholders.





3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

The institute is one of the foremost institution in the outreach and Extension programmes in the region. The value based education is ingrained within the Vision statement of the institute and thus forms the very basis of these activities. The Institute has integrated the outreach and extension activities within its annual calendar. Such programmes are created with the intention of influencing the overall development of the students. These programmes are assigned institute's resources in terms of Money and efforts.

Extension Activities	2012-13	2013-14	2014-15	2015-16
Budget Analysis	20,000	---	10,000	15,000
Legal Aid Camps	15,000	15,000	20,000	20,000
Village Adoption Scheme	10,000	20,000	20,000	20,000
Entrepreneurship Promotions	---	2,00,000	1,75,000	65,000
Digital India Campaign –	---	---	---	1,000
Investor Awareness Programme for SEBI	4,000	4,000	4,500	4,500
TOTAL	49,000	2,39,000	2,29,500	1,25,500
Outreach Program				
Orphanages & Old age homes	8,500	9,700	---	---
Fund Raising for Blind	29,100	10,100	---	36,800
Deaf & Dumb School	---	---	---	5,500
Cyclethon	10,000	12,000	12,000	---
Street plays	15,000	---	---	---
TOTAL	62,600	31,800	12,000	42,300
Gross Amount	1,11,600	2,70,800	2,41,500	1,67,800

Table 3.17: Budgetary allocation towards Outreach & Extension Activities





Impact of the Extension and Outreach Programmes on the Students:

Students learn the implementation of principles such as planning, coordinating, organizing, budgeting and leadership. They are exposed to the practicalities of team building. This creates awareness about market scenario with need analysis and new entrepreneurship opportunities in the society.

These activities help to make them health conscious. An additional advantage of social and environment awareness is also obtained which make them socially sensitive, emotionally strong and responsible citizen.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International agencies?

The Institute appreciates the importance of extension activities for students and faculty members; benefits of the same are highlighted in the induction programme. A separate budget is allocated for these activities to encourage the students to take part in the activities of NSS and Rotary clubs. Certificate of appreciation are awarded to the students and faculty members. Special Awards are instituted during the Annual Awards function to students for their participation in Extension activities.

Duty Leaves and reimbursement of expenses towards the extension activities are granted to faculty members to promote extension activities.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

The institute practices utmost sensitivity towards the students from under-privileged and vulnerable sections of the society:

The following activities conducted by the institute highlights this aspect:

Free CET Training for under-privileged

The institute conducts a training program for Centralized Eligibility Test (CET) which is free for the students from the under-privileged class. These programs have helped many such students secure admission to different Management Institutions.





Coaching Classes for Competitive Examination:

The Institute conducts coaching classes for under-privileged students who wish to appear for the competitive examinations like Public Sector Companies, State Service Commissions and other Services of the Government.

UGC-NET/ SLET / Ph.D. Entrance Test (P.E.T.) Guidance:

The institute also conducts special coaching and Guidance for students from under-privileged sections of the society for career progression, of the students of its PG programme.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

The extension activities organized by the institution have the primary objective to actively engaging in activities that build organizing skills while imbibing a set of values that promotes good citizenship behavior. The institution, through its extension activities, intends to foster a positive influence on the society of which it is a part, and on the other side complement the academic learning experience of the students.

The students are the primary drivers of all the extension activities, which the institute conducts, which provides them a central role in planning, organizing and conducting the extension activities. This provides an opportunity to put into practice the knowledge imparted in the classroom. These extension activities and help them give a practical bias to theoretical knowledge.

The students undertake the activities which build social values, good citizenship behaviour, and sensitivities towards the differently abled and weaker sections of the society and Gender issues. These activities engage them in actions which develop and enhance their specific skills in the areas such as Team Work, Leadership, Communication and Technology usage. The students learn the finer aspects of Interpersonal skills and actions that help in achieving common goals.





3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

Focus groups are identified and the results of the outreach programmes are tested. The communication and outreach top these focus groupos are planned through various print and online media. The use of local dailies is made to ensure maximum coverage.

The activities such as Aids Awareness, Health awareness, Conservation of natural Resources, Environmental Protection and other such activities form part of the development process of the community at large.

The following initiatives are focused on specific segments of the community:

S. No.	Activity	Targeted Community	Targeted development
1	Aids Awareness Drive	Youth and Truck Drivers	Drug Abuse & Protected Sex
2	Cyclothon- Cycle Rally	General Public	Health, & Environment Consciousness & Conservation of Natural Resources
3	Abhiyan- Fundraising & Awareness	Society at Large	Building Commitment to Society and Social Causes
4	Investors Awareness Drives	Small and Retail Investors	Inculcating Investments habit with informed choice and Tax planning.
5	Environment Awareness Drives	Students Community	Awareness towards protection of Environment and
6	Legal Aid Drives	Under privileged section of society visiting Deekshabhoomi during Dusshera	Awareness towards Constitutional Rights and Advise on Legal problems faced by them.

Table 3.18: Institution's initiatives towards Community Awareness



**3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.**

The Institute has been able to develop a strong and constructive relationship with many institutions as a result of the extension and outreach activities, which are a result of continued involvement in joint efforts of these institutions working in the nearby locality.

S. No.	Activity	Organization/s	Relationships
1	Aids Awareness Drive	IISHUA Nagpur	Drug Abuse & Protected Sex
2	Cyclethon- Cycle Rally	Rotary Club	Jointly organizing Cycle Rally
3	Abhiyan- Fundraising & Awareness	<ul style="list-style-type: none"> Anandwan (Dr. Baba Amte) Blind Relief Association Sandnya Sanwardhan Sanstha 	<ul style="list-style-type: none"> Joint hosting of Cultural Event Organizing Kavi Sammelan Selling of Rakhis, Diyas and Bouquet made by differently abled children
4	Management Development Programme for Startups	MSME	Joint hosting programmes for Industrial Motivation and Entrepreneurship Development.
5	Environment Awareness Drives	Wildlife Conservation Trust, Nagpur	Awareness towards protection of Environment and
6	Legal Aid Drives	Department of Law, Dr. Ambedkar College, Nagpur	Awareness towards Constitutional Rights and Advise on Legal problems faced by them.
7	Extension Programmes	<ul style="list-style-type: none"> VANAMATI (Govt of Maharashtra) National Sample Survey Organization (NSSO) MECL 	The Institute Faculty are Resource Persons to the Institutions and jointly conduct many training Programmes.





		<ul style="list-style-type: none">• AGMARK• MCED• MITCON• Public Health Institute• Koradi Thermal Power Station• Maharashtra State Electricity Distribution Company Ltd.• Indian Institute of Material Management• NADP• Maharashtra State Co-op Banks Training Institute.• UGC- Academic Staff College• Punjabrao Deshmukh Krishi Vidyapeeth• BARTI	
--	--	---	--

Table 3.19: Relationship with other institutions for extension activities

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

The institute has been honoured with numerous Letters of Appreciation from various organizations wherein it engages its extension and outreach program. These programs have been widely received positively by society at large and has also proven beneficial for the students personal and professional growth.

The Institute has never voluntarily nominated itself for the Awards for such contributions to society.





3.7 COLLABORATION

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives – collaborative Research, staff exchange, sharing facilities and equipment, research scholarships etc.

The institute has direct collaboration/ interaction / association with the following institutions, which have been instrumental in conducting research related activities with the institution.

- Confederation of Indian Industry- Institute of Logistics, Chennai
- Babasaheb Ambedkar Research and Training Institute, Pune
- Rajiv Gandhi National Institute of Intellectual Property Management, Nagpur
- Vidarbha Industries Association, Nagpur
- Indian Council for Social Science Research, New Delhi (ICSSR)

The faculty members and students have worked with the above institutions on joint research activities or have made proposals for grant of research. There is a wide range of industries who work with the institution to provide Live-projects, research assignments and Internships for conducting research on various areas.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/industries/corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

The Institute has entered into MoU with the following Institutions/Organizations;



TATA CONSULTANCY SERVICES

This MoU with the country's largest technology service provider has to cover the following areas of Collaboration:

1. Design and development of industry specific Courses.
2. Curriculum Design for Business Process oriented Programmes at Undergraduate level.
3. To Train the faculty members in specific domains as per the needs of the institution.





4. To promote placements of students in TCS, through continued training of students in specific domains.

Outcome of the MOU – TCS

The students were trained as per the needs of TCS and they were also provided onsite visit to the TCS Office in order to gain insights into the work culture and processes. This has resulted in increased placement of the students and there is a constant growth in the number of students being offered placements in TCS. Similarly as a result of the training in specific domain being provided by TCS, many newer companies operating in the same domains such as Cognizant, Mphasis and Godrej have been added to the group of recruiters who offer jobs to the students of the institute.



Confederation of Indian Industry Institute of Logistics

The Confederation of Indian Industry –Institute of logistics was established by Confederation of Indian Industry in the year 2004. since 2011

1. To prepare the workforce for the present and future needs of the Logistics and Supply Chain Industry.
2. To provide Industry relevant courses which are in demand by the Industry.
3. To provide assistance in terms of faculty resources for conducting courses.
4. To conduct various courses on Logistics and Supply Chain Management.
5. To assist the institute in identifying the industries where SCM workforce is in demand.

Outcome of the MOU – CII-IL

The institute has been able to train total six batches of students over a period of 6 years. The Certificates offered were of 6 months duration and each of the batches comprised of 30 students each. These courses were opted by the students from Operations Management and Financial management Specializations. The Certificate offered were Advanced Certificate in Supply Chain Management. The institute has developed a very meaningful network with the industry as a result of this MoU. The members of the faculty attend the programmes such as Logitech Summit – 2013, at Le-Meridian, Pune and Logitech Summit – 2015 Pragati Maidan, New Delhi. The students of the institute were able to secure jobs in Logistics and





Supply Chain companies such as Mearsk India, Vikrant Logistics Bangalore, Royal Freight Carriers, Mumbai, R&Y Logistics Nagpur & Future Group, Nagpur. The institute sees a vast potential in this association as Nagpur is fast growing as the Logistic Hub of the country with the advent of MIHAN. The institutes' students have also been undertaking the industry visit to the Logistics Companies as a part of this course. .



Dinshaw's Frozen Foods Ltd.

The MoU with Dinshaws, the region's largest producer of frozen foods and Bakery items is based on the following mutually beneficial agreements:

1. Participation of the students in Live Projects, New Product Launches, Promotional campaigns and Marketing Research activities of the company.
2. Participation of Company Executives in various developmental activities of the students & Faculty members.
3. Providing Placements Opportunities to the students of various programmes of the institute.
4. Providing Factory visits and site visits for gaining hands on experience of Company's' Operations.
5. Providing industry insights into the courses taught by the institute as and when required.

Outcome of the MoU:

1. Fourteen students from Marketing domain were involved in a live market research project on market prudence study for Dinshaw's milk. The span of the live project was of about 40 days between 15th Oct.2016 to 30th Dec.2016.
2. The Sem.-II students were guided by the corporate HR team of Dinshaws and sensitized to the expectations of the corporates from management students. They were also imparted training on Resume writing and tips on appearing for Interviews effectively.





3. Sem. III Operation Management students were taken for the industrial visit to both the plants of Dinshaw's factory, where they observed the manufacturing processes and cold supply chain modalities.

4. The students will also be receiving the summer internships in Dinshaw's this year.



KARVY STOCK BROKING LIMITED

Karvy Stock Broking Ltd is the largest-owned network among financial-services companies in India. It offers online trading on both key platforms—National Stock Exchange and Bombay Stock Exchange. Its trading platform facilitates customers to trade online not only in equities, but also buy fixed deposits, mutual funds, commodities, currencies and also participate in a public issue. The institute has a lot of students who opt to work in the financial sector and Stock Trading Industry has a lot of job opportunities for the students of the institute, hence the institute has entered into an MoU with Karvy Stock Broking Limited based on the following broad terms:

1. Providing Internships to the students.
2. Live projects in the area of Equity Research.
3. Participation in Promotional Campaigns.
4. Holding Training and Workshops for students of the institute by the Company's Executive.
5. Providing placements to students through Campus placement drives for the students of the institute.

Outcome of the MoU:

1. Three days training programme on Financial Markets and Ratio Analysis by the Technical and Financial Experts of Karvy was organized for the students of the institute.
2. The Company conducted a special recruitment drive in which ten students were offered final placements with Karvy at their head office in Hyderabad as Equity Advisers, at a CTC package of 7.20 Lacs per annum.
3. Summer projects for the students have been offered by the Company under Karvy's STAR Summer Internship Programme, where in they would get hands on experience of working on Live Share Market Terminals at Hyderabad.





AXIS BANK

The Nagpur Circle of the country's leading Bank has entered into an association with the institute on the following terms:

1. Providing guidance to students of the institute in the area of BFSI.
2. Engagement of Faculty and Executive Interaction for inputs on curriculum.
3. Providing opportunities for Internships and Summer Placements.
4. Providing guidance to students through Counselling sessions and workshops.
5. Campus Placements of students of the institute.

Outcome of the MoU:

Through our association with Axis Bank, our students have received the following inputs-

1. Guidance sessions on banking and financial sectors from Axis bank Professionals was held for the students of MBA programme.
2. Final Placement Opportunities in Banking Operations Profiles was provided by Axis Bank.
3. Summer Placements and internships are provided on a regular basis by Axis bank to the students of the institute.

The institute has also entered into collaborative arrangements with the following institutions:

- Mineral Exploration Corporation Limited (MECL) - A PSU Company
- Public Health Institute (PHI) - A Govt. of Maharashtra Body for training Public Health Officials.
- Western Coalfield Limited (WCL) – A Govt. of India Enterprise.
- Lars Enviro Private Limited -
- National Sample Survey Organization

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation / up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.





The college has a well-established “Centre for Executive Empowerment”. This Cell acts as a facilitator between the students and industries. It also provides a platform for student-industry interaction to identify the requirements of industry, placements and changing needs of the industry.

- This has helped the students to know and understand their prospects in various industries.

- Some of the activities conducted by this Cell are as follows:

- Free CET Training for under-privileged
- Coaching Classes for Competitive Examination
- UGC-NET/ SLET / Ph.D Entrance Test (P.E.T.) Guidance
- Training Programme for Mineral Exploration Corporation Limited (MECL) - A PSU Company.
- Training Programme for Public Health Institute (PHI) - A Govt. of Maharashtra Body for training Public Health Officials.
- Training Programme for Western Coalfield Limited (WCL) – A Govt. of India Enterprise.
- Training Programme for Lars Enviro Private Limited -
- Training Programme for National Sample Survey Organization.

3.7.4 Highlighting the names of eminent scientists / participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

Year	Name of conference / seminar	Name of the Eminent scientist/participant	Institute
12-13	Aavhan – MIHAN Ek Aavhan	Dr. G Ananth Padmanabhan	Cambridge institute of Management and Mass communication
		Shri K. Sathianathan	Manager in Chief, CONCOR Nagpur
		Shri. S V Chahande	Exe. Eng. MIHAN
12-13	Acumen – Economic Growth Issues & Challenges	Dr. Kishore Waghmare	HOD-Department of Economics, Hislop College, Nagpur
		Mr. Kamlakar Pardhi	Metallurgical Consultant, Steel Industries, Nagpur.
13-14	Aavhan – Recent Trends in Financial	Shri. Jaideep Shah	Ex-President ICAI, Nagpur
		Mr. Chandrashekhar	VP, NSDL, Mumbai





	Management	Tilak	
		Arbindo Santra	CFO, Ashok Leyland, Bhandara
		Mr. Sitaraaman Iyer, CA	Founder Member, Khatri Iyer & Associates, Nagpur.
13-14	Acumen – Global Business Environment affecting Indian Corporate	Mr. M. K. Sharma	President, Bajaj Steel India, Nagpur
		Mr. Ashutosh Agrawal	Regional Brand Manager, LG Electronics, Nagpur
		Ms. Anandita Naha	Director, Debashu Services, Nagpur
		Dr. Sarita Karangutkar	Assistant Professor, Dept of Commerce, VMV College, Nagpur
14-15	Aavhan – Managing by Evidence	Mr. Gajanan Sakhare	Founder & CEO, Smart Cloud Infotech, Nagpur
		Mr. Vishwas Mahajan	Director, Talentrackr, Nagpur
		Mr. Srikant Sampath	Co-Founder, iTalent India, Nagpur
		Mr. Rachit Bhatt,	CEO, Nobre Clothing Corporation
14-15	Acumen – Demographic Dividend	Mr. Kishore Shinde	Management Consultant, Mumbai.
		Mr. Deepak Bhojwani	Career Consultant, Nagpur
		Mr. Pramod Singh	ZBM, Aircel, Nagpur.
15-16	Aavhan – Social Marketing	Mr. Prashanth Iyer	Brand Manager, Johnson & Johnson, Mumbai.
		Miss Sanjeevani Jethwani	Associate Business Head, ViaCom18, Mumbai.
		Mr. Pankaj Ramteke	Business Head, Lowe Lintas Inc., Mumbai
15-16	Acumen – Financial Intermediation	Mr. Amit Bivalkar	Managing Partner, Sapien Wealth Pvt Ltd., Pune
		Mr. Ranjit Dani	Managing Partner, Think Consultant Pvt., Ltd., Nagpur
16-17	Acumen – Recent Advancements in Business Management Practices	Mr. Mridul Chakraborty	HR Head, TCS, Nagpur
		Mr. Azam Mashkooor	Promotion Manager, Dominos, Nagpur

Table 3.20: Contributions of Eminent Personalities in Institution’s Conferences



3.7.5 How many of the linkages/collaborations have actually resulted informal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and /or facilitated –Curriculum development / enrichment; Internship / On-the-job training; Summer placement; Faculty exchange and professional development ;Research; Consultancy; Extension; Publication; Student Placement; Twinning programmes; Introduction of new courses; Student exchange; Any other

The college has made efforts to establish linkages with the university, national institutes, and industries for academic and research exchange. Details of such type of linkages are as follows:

S. No.	Name of Institutions/ Organizations	Nature of Linkage
1	A.A.K.G Group	Final Placements
2	Abhijeet Group	Final Placements
3	AIRCEL	Final Placements
4	Airtel	Final Placements & SIP
5	ANGEL BROKING	Final Placements
6	Annapurna Microfinance Limited	Final Placements
7	ASAHI GROUP	Final Placements
8	Axis Bank	Final Placements, SIP & Live projects
9	AXYNO	Final Placements, SIP & Live projects
10	Badjate Stock Invest P Ltd	Final Placements
11	Bajaj Capital	Final Placements
12	Bajaj FinServ Ltd.	Final Placements
13	BELLEZZA	Final Placements
14	Berger Paints	Final Placements
15	Blue Lagoon Vacations Pvt. Ltd	Final Placements
16	BNY Mellon	Final Placements
17	Capital Aim Financial Advisory Pvt. Ltd.	Final Placements
18	CAPITAL IQ	Final Placements
19	Cease Fire	Final Placements
20	Cipher Technologies	Final Placements
21	COCA COLA (HCCB)	Final Placements
22	COCA COLA (OFF ROLL)	Final Placements
23	Cryo Bank International Ltd	Final Placements
24	Dainik Bhaskar Limited	Final Placements, SIP & Live projects
25	Debashu Sales	Final Placements
26	DIFFUSION ENGINEERS	Final Placements
27	Dinshaw's	Final Placements, SIP & Live projects





28	Dish TV	Final Placements
29	E clerx	Final Placements
30	E Source	Final Placements
31	EDELWEISS BROKING	Final Placements
32	Eforum	Final Placements
33	ePapers Inc	Final Placements
34	ETA	Final Placements
35	Fusion Systems,	Final Placements
36	Glaxo Smith Kline	Final Placements
37	Global Logistics	Final Placements & SIP
38	Goel Ganga	Final Placements & SIP
39	GREENBACK FOREX	Final Placements
40	HAVELL'S	Final Placements
41	HCL Tecnologies	Final Placements
42	HDFC (Housing Loan)	Final Placements & SIP
43	HDFC BANK (LOAN DEPTT)	Final Placements & SIP
44	HDFC Bank Limited	Final Placements & SIP
45	HDFC GENERAL INSURANCE	Final Placements & SIP
46	HDFC LIFE INSURANCE	Final Placements & SIP
47	Hindustan Pencils (P) Ltd	Final Placements
48	Hospitality Media	Final Placements
49	HSBC	Final Placements
50	HUSYS LTD	Final Placements
51	I Talent	Final Placements & SIP
52	ICICI BANK LTD	Final Placements
53	ICICI SECURITIES LTD	Final Placements, SIP & Live projects
53	IDBI Life Insurance	Final Placements
54	IIT Home	Final Placements
55	IMPART EDUCATION	Final Placements
56	IMRB	Final Placements
57	India Infoline	Final Placements
58	INDIAMART	Final Placements
59	Indusind Bank Limited	Final Placements & SIP
60	Infowave Solutions	Final Placements
61	Integra Eduventure	Final Placements
62	ITC LIMITED	Final Placements, SIP & Live projects
63	Janalakshmi Financial Services P Ltd	Final Placements
64	Jaro Education	Final Placements
65	Just Dial	Final Placements
66	KARUR VYSYA BANK	Final Placements





67	KOTAK BANK	Final Placements
68	KOTAK SECURITIES LTD	Final Placements
69	L & T Infotech	Final Placements
70	Lai Eduventures Ltd.	Final Placements
71	LUPIN LABS	Final Placements
72	MEDITRINA HOSPITALS	Final Placements
73	Metro Global Business Services	Final Placements
74	Muthoot Finance	Final Placements
75	MY FM	Final Placements & SIP
76	Navnirman Society	Final Placements
77	Neeyomi Solutions	Final Placements
78	Next education	Final Placements
79	NJ Investement	Final Placements & SIP
80	Novatrend Technologies Ltd	Final Placements
81	NSSL	Final Placements
82	ORIENT CEMENT (OFF ROLL)	Final Placements
83	PALEP PHARMACEUTICALS	Final Placements
84	PATHFINDER	Final Placements
85	PIX Transmissions	Final Placements & SIP
86	PNB HOUSING FINANCE	Final Placements
87	PROTECHSOFT	Final Placements
88	RANK JUNCTION	Final Placements
89	Red FM	Final Placements & SIP
90	Reliance comm.	Final Placements
91	Rewa Technologies	Final Placements
92	Right Brothers	Final Placements
93	ROYAL FRIEGHT FORWARDERS	Final Placements
94	Saikrupa Consultant	Final Placements
95	SAP Control	Final Placements
96	SBI GENERAL	Final Placements
97	SBI Life Insurance Co. Ltd	Final Placements
98	Serum LTD	Final Placements & SIP
99	Shalimaar pvt. Ltd	Final Placements
100	SMERA Rating Agency Limited	Final Placements
101	SNAPDEAL	Final Placements
102	Spandana Spoorti Fiannce ltd	Final Placements
103	SUPREME STARTECH P LTD	Final Placements
104	Suraksha Gold	Final Placements
105	Talent Corner HR Services	Final Placements & SIP





106	TATA CAPITAL LTD	Final Placements
107	Tata Teleservices	Final Placements & SIP
108	TCS	Final Placements
109	Tech Mahindra Ltd	Final Placements
110	Terminal 1	Final Placements
111	THYROCARE	Final Placements
112	Ultratech Cement	Final Placements & SIP
113	Universal Hunt	Final Placements
114	Vertex	Final Placements
115	VISHWARAJ INFRASTRUCTURES LTD	Final Placements
116	Vodafone	Final Placements & SIP
117	Vtec Technologies	Final Placements
118	Walk-in Solutions	Final Placements & SIP
119	WALLMARK MEDITECH PVT LTD	Final Placements
120	WIPRO LIGHTING	Final Placements
121	WOCKHARDT HOSPITALS	Final Placements & SIP
122	Yuva parivartan	Final Placements
123	ZIM LABORATORIES	Final Placements

Table 3.21: Linkages with organizations**3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.**

The institute constantly endeavours the means to explore and collaborate with various organisations so as to facilitate greater development of its students. This is also helpful in developing, establishing and nurturing institute to industry linkages.

. The systemic efforts taken by the institution in planning, establishing and implementing the initiatives of the linkages/collaborations are given as under:

At the forefront is the Placement Cell. The placement cell has a natural inclination towards exploring possible linkages as it directly contributes in achieving the objective of providing placements to the students of the institute. Recent developments in this area have been formal agreements with Dinshaws and Karvy who have agreed to train our students so as to make them job-ready. Inputs from the corporates have really helped the students of the institute in enhancing their domain knowledge and skills.

Summer Internship is another area which has proved very useful in establishing linkages along with the core objective of providing our students an exposure to the corporate set-up. In the year 2015, it was decided by the institute that all faculty





members shall take ownership of selected students and ensure that they meet and interact with the corporates who are taking care of the summer internship training of the students and it will help in gauging the feedback of the students and highlight the areas where the students are lacking. This helped the faculty members to explore the possibility of future engagements in terms of research, training or consultancy. The initiative was successfully executed wherein more than 50 companies were approached and linkages were established. This also helped in positively contributing towards the goodwill of the institute as it was one-of-its-kind initiative by an institute in the region.

The various events are organised by the institute and the dignitaries from different walks of life are invited to share their knowledge and experience. The events are Aavhan, Acumen, Budget Analysis and Aegis. Aavhan has a clear objective of discussing contemporary management issues by the industry stalwarts. Acumen is a paper presentation competition on the contemporary topic relevant to the field of management education. On this occasion, the keynote speaker addresses the gathering on the theme and the researchers deliberate on the various dimensions. Aegis is a business plan competition where industry practitioners are called upon to evaluate the business plans and later they engage with the students and faculty members in order to provide insights into the future of business and economy.

CEO Lecture series – Questia, is an event where the institute calls upon CEOs to interact with the students and faculties. This helps the institute in associating with established companies. For instance the institute was able to establish linkage with Amul, which later helped the institute in arranging summer internship for its students.

Guest Lecture is another avenue where the institute is able to invite personalities from different walks of life. They interact with the students and in the process educate, train, motivate and inspire them to reach greater heights. IAS officers, the Air-Force's Surya Kiran Team, Nagpur Metro team have come to the institute in the recent past and shared their experiences with the students.

Deeksha Bhoomi is a prominent religious place and tourist attraction in Nagpur. Famous personalities from various parts of the world come to visit Deeksha Bhoomi. The Director of the institute engages these personalities in dialogue and plants the seeds for building meaningful relationships enabling students development.





The institute organizes programmes to facilitate interactions with academicians and experts from the industry in formal as well as informal ways. Formal meetings are organized especially in case of national linkages. Visits are organized and tentative areas/subjects for collaborations are discussed.





CRITERION-IV
INFRASTRUCTURE AND
LEARNING RESOURCES



CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The institute adheres to the various regulations passed by the bodies such as AICTE, Directorate of Technical Education, Govt. of Maharashtra and the affiliating University. The institute considers it as a primary duty to create the most essential infrastructure as prescribed for various Programme by their respective regulatory bodies. As a result of this policy the institute has never received any 'deficiency' in the inspections done by the regulatory authorities.

At the next level the institute makes a perspective plan looking at the future expansion and present special needs. Adequate funds are reserved for such expansions and utilized whenever needed.

The most critical aspect of the infrastructure is the Technology dependent facilities, which tend to get obsolete at quite a fast pace, the institute has a policy to regularly update its technology dependent infrastructure, so that the teaching and learning are not affected due to absence of latest technology.

The third aspect of the policy is maintain the physical facilities always in a working condition and reduce the downtime to near zero. This helps in keeping infrastructure in a ready-to-use mode and well maintained at all times.

4.1.2 Detail the facilities available for

a) **Curricular and co-curricular activities– classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.**

The following facilities are available for Curricular and Co-curricular





activities

A. Class rooms & Tutorial Rooms: The Classrooms and tutorial rooms are equipped with good quality furniture and fixtures. All rooms are equipped with LCD projectors, white board and quality sound systems almost 50% of these classrooms are air-conditioned and rest are air-cooled. The class rooms are Wi-Fi enabled.

B. Computer Labs: The institute has a three Computer labs each fitted with latest configuration Desk top PCs and LCD monitors. The total number of terminal in the lab is 350 and all the labs are Wi-Fi enabled. The labs are well furnished and each of them have LCD projectors and White board to conduct training classes.

C. Seminar Hall: The Institute has three Seminar halls with a combined capacity to accommodate 1500 students. The seminar halls are either Air conditioned or Air cooled and are equipped with latest Projection Systems, Wi-Fi enabled and high quality sound system, Video conferencing facilities is also available in one of the Seminar Halls.

D. Library: The Institute has two large libraries spread over an area of (1903+2666) 4569 sq. ft. The library is well furnished and has large spaces to provide for reading area. The Library is also equipped with terminals to search for the books and journals available in the library. The library is also wi-fi enabled and also provides the facility to browse the Internet to search for Online resources. The Libraries have over 22000 titles on a variety of disciplines and also has many e-journals and research databases.

b) Extra-curricular activities—sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

A. Play Ground: The institute has one of the best equipped playfields which can host games ranging from Cricket, Hockey, Football, Volley ball, Archery, Lawn Tennis etc. The ground has one of the best curated Cricket pitches and more than 10 Turf and Synthetic practice pitches, where matches are hosted by the District Cricket Association.

B. Language Laboratory: The institute has Language laboratory which





caters to the students' need of learning English Language. The installed software and the systems are used to supplement the Language training in the institute.

- C. Auditorium:** the Institute has an auditorium which is centrally air conditioned and has a capacity to seat 600 students. The State of the art Auditorium has the Hi-Fi Dolby Sound System supported by acoustic tiles and wooden stage for Theatrical performances. The stage has theatrical Lighting system and Motorized Curtain system. The Stage has three green rooms and arrangement of stay for the performers.
- D. Gymnasium:** The institute has a centralized Gymnasium well equipped with the most modern physical training equipment. The students' community and faculty members have free access to these facilities even after the regular institute working hours. Physical Training instructors are appointed to help the members in physical training.
- E. National Service Scheme:** The institute has active NSS cells which organizes various activities every year. The NSS has undertaken several major activities such as Dharma Chakra Parivartan Din, Blood Donation Camp, Tree Plantation, Yoga Day, Nirmalya Visarjan, Vruksha Dindi, Samvidhan Divas and Gram Swachhata Abhiyan, etc during various years.
- F. Health & Hygiene:** The institute has Medical room for conducting medical Check-up of the students during such Check-up drives. The institute also has 'Yoga & Vipassana Club' which hold camps for the benefit of the students' community. Provision of special spaces and other facilities are made in order to facilitate the Health related activities by the institute.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/campus and indicate the existing physical infrastructure and the future planned expansions if any).

The institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized by continuous monitoring of various facilities available with the institution and formulating the future plans for expansion. The following table gives the details regarding the Master Plan (See Annexure IV) of the Institution for last 4 years wherein the various infrastructure facilities are expanded and developed are shown:





S.N.	Particulars	2012-13	2013-14	2014-15	2015-16
1	Building	Store Room at 3 rd Floor (Rs 3,78,800/-)	Sign Board (Rs 22,500/-)	Renovation of Second Floor (Rs 1,16,250/-)	--
2	Furniture	Storages Aluminium Work Office Table (Rs 1,74,327/-)	Black Board Aluminium Work (Rs 59,040/-)	Steel Chair Molded Chair Glass Vertical (Rs 2,10,261/-)	Office Almira Notice Board Table (Rs1,29,884/-)
3	Equipment	Projector Podium Blue Star Water Cooler Microphone, DVR, Camera (Rs 3,67,598/-)	Refrigerator Water Purifier Projector (Rs 1,04,426/-)	Camera Projector Biometric Machine (Rs 1,43,912/-)	Music System Projector Bullet Camera (Rs 3,39,512/-)
4	Computers	--	Canon Printer Modem System UPS Service Devices (Rs 2,89,912/-)	--	Dell Note Laptop I-ball Scanner (Rs 88,506/-)
5	Vehicles	--	--	--	--
6	Any Other	Library Book Air Conditioners Library Equipments Electrical Installation (Rs 5,99,781/-)	Electrical Installation Library Books (Rs 1,03,822/-)	Electrical Installations Library Books (Rs 1,51,926/-)	Electrical Installation Library Books Lift Installation (Rs 10,21,304/-)

Table 4.1: Infrastructural Facilities Planned & Expanded during 2012-16



The table below shows the expenditure planned for future expansion and development for the year 2016-17:

SN	Particulars	2016-17
1	Building	The building is constructed as per the requirements of the statutory bodies regulating the program. The institute planned for Stairs and fire equipments for the current academic year (Rs 30,00,000 /-)
2	Furniture	The furniture and fixture will be purchased as per the requirements. The institute is planning to purchase and use the furniture under the Social Responsibility Activity wherein a Coaching Centre for Civil Service exams is planned for the students. (Rs 25,00,000 /-)
3	Equipment	Equipments will be purchased as per the requirements of the institute. (Rs. 80,00,000 /-)
4	Computers	Additional Computers will be purchased as per the requirements of the institute. (Rs. 40,00,000 /-)
5	Vehicles	--
6	Any Other	Books and equipment updating will be done as per the requirement. Repairs and maintenance will be done as per the need. (Rs. 7,00,000 /-)

Table 4.3: Infrastructural Facilities Planned and provision for expenditure made for the year 2016-17

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

While adopting a 'No-Discrimination' policy toward students with special needs, the institute has made all necessary provision to cater to the requirements of differently able students and has created the facilities as listed below:





1. Provision of Special Ramps at appropriate places to ensure ease in the movement of such students.
2. Lifts are provided, where access by Ramps is not available for reaching into any desired place in the institute Campus.
3. Special Parking spaces have been created for the students with special needs, which is at closest proximity to the Classrooms.
4. Wheel Chairs have been provided on all the floors in order to assist the students who need them.
5. Special Windows are made available for the students with special needs for submission of documents and forms.

4.1.5 Give details on the residential facility and various provisions available within them:

The institute is located in the heart of Nagpur City and has easy connectivity with roads. Public transport for the students is available in the city and a proposed Metro Rail junction is being established within 500 meters of the institute campus. Hence the institute has not yet established any residential facilities for the students.

- Hostel Facility–Accommodation available -N/A
- Recreational facilities, gymnasium, yoga center, etc. -N/A
- Computer facility including access to internet in hostel -N/A
- Facilities for medical emergencies -N/A
- Library facility in the hostels -N/A
- Internet and Wi-Fi facility -N/A
- Recreational facility-common room with audio-visual equipment -N/A
- Available residential facility for the staff and occupancy -N/A
- Constant supply of safe drinking water -N/A
- Security -N/A

4.1.6 What are the provisions made available to students and staff in terms of healthcare on the campus and off the campus?

The Institute has certain provisions made available to students and staff in terms of healthcare on the campus and off the campus:

- There is provision of First-aid for students and staff members to meet any





emergency. For this purpose a well-equipped First-aid kit is maintained in the Medical room of the institute.

- The two medical rooms in the institute are equipped with all necessary provisions to meet any medical emergency.
- A visiting medical practitioner is attached to the institute and is available for attending any medical needs within a short span of time.
- The institute has a tie-up with KRIMS Hospital, Ramdaspath, Nagpur for any medical contingency and the doctors of the hospital are empaneled for attending to the medical needs of its students and staff.
- Health awareness camps are organized from time to time to promote health consciousness as well as to prevent spread of disease and epidemic.
- All staff members of the institute are covered under group health insurance scheme which also include the family of staff members. Cashless insurance cover of Rs. 2 lakhs is provided to every member of the staff.

4.1.7 Give details of the Common Facilities available on the campus-spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

S.N.	Common Facilities	Availability	Quantity
1	IQAC	Yes	02
2	Grievance Redressal Unit	Yes	02
3	Women’s Cell	Yes	02
4	Career Guidance Cell	Yes	02
5	Placement Cell	Yes	02
6	Medical Room	Yes	02
7	Cafeteria	Yes	02
8	Drinking water Facilities	Yes	12
9	Auditorium	Yes	03
10	Entrepreneurship Cell	Yes	01
11	Conference Room	Yes	03
12	Pantry Room	Yes	02
13	Boys Common Room	Yes	02
14	Girls Common Room	Yes	02

Table 4.4: Common Facilities available in the Institute.





4.2 LIBRARY AS A LEARNING RESOURCE

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes, there is a Library Advisory Committee (LAC) comprising of 11 members with the librarian as its Member Secretary. The library functions under the supervision of Director and under the guidance of the library advisory committee. The composition of the library advisory committee is as follows:

Chair Person	Faculty member nominated by Director on rotation basis
Member Secretary	Librarian
Dean (Academics)	Ex-officio Member
Three Members of the faculty nominated by the Director	Faculty Members
Five Student Representatives (one from each programme) nominated by the Director	Student Members

- Upon the advice of LAC, the students of various programmes were introduced to the functioning of the library during the orientation lectures for the students of various programmes offered by the institute.
- The syllabus of the various programmes as well as the University Question Papers were scanned and made available to the students and faculty members on the advice of the LAC.
- The LAC advised that some Journal Databases must be made available for the Library users, hence databases such as J-Gate, EBSCO, DELNET were subscribed by the library of which DELNET is continued and other databases discontinued on the advice of LAC.
- The LAC recommended that subsidized subscription of the popular Business News Paper 'The Economic Times' must be made available for the benefit of the users of library. Hence, library collects subscriptions from students and faculty members and provides the newspaper at discounted prices.
- The LAC recommended that one library of the institute must work for extended hours in order to provide access to library resources for students who may wish to visit library even after the regular college hours. This





recommendation has been implemented and has improved accessibility of the library resources.

- The LAC has recommended that the library should maintain the books for competitive examination preparations also. On this recommendation books such as Pratiyogita Kiran, Chronicle, and Competition Success Review were subscribed by the Library.
- In order to automate and speed up the receipt and delivery of books, it was recommended by the LAC to adopt the Bar Coding System for issuing the books. This system has been adopted and is being successfully run by the library.
- The LAC had advised to implement online search and browsing system for the books and other library resources, so as to check their availability. The system was introduced and has made the process of finding books far more convenient.
- Providing separate storage of bags of library users as well as providing security to these bags by installing CCTV cameras was recommended by the LAC. This made a lot of reading space available to the library users while providing enhanced security to their baggage and belongings.

4.2.2 Provide details of the following:

Total area of the library (in Sq. Mts.)	1903 sq ft – DAIMSR East Campus 2666 sq ft – DAIMSR West Campus
Total seating capacity	70
Working hours:	11 hours
➤ On Working Days	9.00 am to 8.00 pm
➤ On Holidays	Need Based Working
➤ Before Examination Days	9.00 am to 8.00 pm
➤ During Examination Days,	9.00 am to 8.00 pm
➤ During Vacation	9.00 am to 8.00 pm

Layout of the library:

- The library layout has Issue & Return counters, Journals section, Photocopy & Scanning Center, Magazine section, Research Projects Section, IT zone for accessing e-resources, Individual reading.





- Wi-Fi Internet facility is available in the library and computer with multimedia systems are available to access audio-visual resources of the library.
- Layout of the library is attached in Annexure – I & II.

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

Purchase of Library Resources

- The LAC is the ultimate authority to formulate and implement policies of purchasing and subscribing library resources.
- The faculty members are asked to provide requirements of the books, journals etc. and the same are approved by the LAC for purchase upon due consideration. The librarian then places the orders with the respective publishers and ensures that the ordered titles and quantity is procured.
- The library organizes 'Book Fairs' of various publishers where the faculty and students are given an opportunity to recommend the purchase of selected titles of their choice. Such recommended books are then forwarded for consideration of LAC.

Usage of Library Resources

- The library operates for 11 hours in a day in order to promote the usage of all library resources.
- The Faculty members of the institute are permitted to issue unlimited number of books, journals and other reading materials which ensures maximum usage of all available material with the library.
- The User-Id and Password of e-resources is made available to every faculty for its access and use from any available work station.
- Students of the institute are provided 'Book issue Card' with which every student of the institute is permitted to obtain a limited number of books and journals for personal reading.
- An adequate amount of reading space is provided in the library for students to access the reference material within the premises of the institute.
- An online catalogue search of the library helps the users to search for availability of the desired titles. In case the student does not find the desired





titles in the library catalogue, s/he can order these titles by sending request through the student's representative in the LAC.

Details of Library Resources Purchased & Amount Spent - Year wise (2011 to 2015)

Library holdings	2011-2012		2012-2013		2013-2014		2014-2015	
	Number	Total Cost						
Textbooks	112	31,466	479	2,04,978	179	66,134	32	6,065
Reference Books*	-	-	-	-	2	590	-	-
Journals/ Periodicals	116	78,270	121	71,638	82	1,01,385	65	55,455
e-resources	4	3,27,110	2	1,80,040	1	11,500	1	11,500
Any other (specify) News papers	14	15,172	14	35,503	14	23,190	19	35,080

* The reference books are not purchased but are donated by various individuals, hence purchases are less.

Table 4.5: Year wise details of the Library Resources Purchased

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

- OPAC : Yes
- Electronic Resource Management package for e-journals : Delnet
- Library Website : Yes
- In-house/remote access to e-publications : Yes
- Library automation : Yes, all functions of the library are automated.
- Total number of computers for public access : 10
- Total numbers of printers for public access : 01
- Internet band width/ speed : 10 mbps





- **Institutional Repository** :Yes
- ❖ Study Materials prepared by the faculty
- ❖ Copies of student Project Report.
- ❖ Question Bank
- ❖ Copies of Syllabus
- ❖ Ph.D Thesis of faculties
- ❖ Reference Books.
- Content management system for e-learning :Yes
- Participation in Resource sharing net : Yes (DELNET)

4.2.5 Provide details on the following items:

Average number of walk-ins	150-160 per day
Average number of book issued/returned	80 per day
Ratio of library books to students enrolled	14.55
Average number of books added during last three years	230
Average number of login to OPAC (OPAC)	Installation Is In Process
Average number of login to e-resources	NA
Average number of e-resources downloaded/printed	NA
Number of information literacy trainings organized	2
Details of “weeding out “of books and other materials	682 last year

Table 4.6: Library Resources Utilization

4.2.6 Give details of the specialized services provided by the library

- **Manuscripts:** Available
- **Reference:** Available, Separate reference section is provided for the users of the library.
- **Reprography:** Available, The reprography service is provided to the users.





- **ILL(Inter Library Loan Service)** : Yes – ILL is available to the institute library.
- **Information deployment and notification**: Information regarding college exams, time-table, employment opportunities and competitive examinations are displayed on the noticeboard, the institution's website is used to notify any information pertaining to the library in the library section of the website.
- **Download**: Faculty members and students are allowed to download information required for academic purpose. The Internet facility is given to all the readers and they are free to download educational materials.
- **Printing**: Printing and reprography facilities are available in the library for the use of students and staff.
- **Reading list /Bibliography compilation**: Library books are arranged subject wise. It helps the user in findings the required books easily.
- **In-house / remote access to e-resources**: Our Library has a large and constantly growing collection of online resources such as databases, e-journals, e-books, and so on.
- **User Orientation and awareness**: At the beginning of session i.e., in induction programs , the students are briefed about the
 - Working hours of the library
 - Availability of books and journals
 - Reference Section
 - Usage of Library Cards
 - Book issue and return dates
 - General rules and regulations of the library.
- **Assistance in searching Databases**: The Library staff eases the access of books and related resources to the students body and the members of the faculty.
- **INFLIBNET / IUC facilities**: DEL-NET

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

The Library Staff always extend their Support to the students and faculty members of the institute by performing following activities:

- **Delivery and Collection of Books to Staff**: The staff members are not necessarily required to visit the Library for receiving and returning the books, as the Library staff provides the service of delivery and collection of the library books from their Desks.





- **Catalogue & Ordering Services:** Latest Catalogues from various publishers for reference of the staff and students is provided and priority ordering services are done to ensure timely availability of library resources.
- **Scanning & Reprographics Services:** The students and staff is provided an efficient scanning and photocopying facility for convenience.
- **Identification of Journals and Periodicals:** The library provides regular updates of the prominent journals and periodicals to the Students and Staff of the institution for publishing their Research work and Articles.
- **Information of Open access and free e-resources:** The library provided assistance to staff and students for identification and usage of Open access and free e-resources, so that web based search is made easy and time efficient.
- **Manuscripts preservation and digitization Service:** The Library provides services of preservation of rare or handwritten manuscripts by ensuring their digitization and preservation / restoration.

4.2.8 What are the special facilities offered by the library to the visually/ physically challenged persons? Give details.

The following special facilities are provided for visually / physically challenged students by the library:

- Lift & Wheel Chair to and fro the Library.
- Reading Assistance for visually handicapped.
- Book return Counter on Ground Floor for convenience.
- Priority Services for all Library facilities.
- Reserved Seating arrangements.
- Extended period of access.
- Personalized assistance for search and issue/return of Library resources.

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

The institute library has a very structured Feedback mechanism which ensures unbiased evaluation of all the services and facilities offered by the library. The following means are used to collect the feedback:





1. The Library maintains a visitor's register which is available at all times in the library, where every user is permitted to enter his/her experience about the Library Services.
2. A structured feedback form is also available in the library, which can be used by any user for providing any input on the various services offered by the institute library.
3. A periodical Feedback is organized by the Library under the supervision of the members of Library Advisory Committee (LAC).

The Feedback gathered from various sources by the Library is considered as a vital source of inputs upon Strength and Weaknesses of the library. Following process is followed upon receiving the feedback:

A. The feedback received from the visitors register and the structured feedback form are submitted to the members of the LAC, on a weekly basis, which then identifies the critical items and takes measures to improvise the services, if such lacunae is observed in the feedback.

B. The periodical feedback is used for making comprehensive evaluation of the entire activities of the Library. The Feedback items are analyzed and ratings are generated for each of the items. (Poor/Average / Satisfactory/ Good/ Excellent). The Poor Average and Satisfactory items are put in the agenda of LAC. The suggestions are obtained and further improvisation is carried out in those specific services of the library.





4.3. IT INFRASTRUCTURE

4.3.1. Give details on the computing facility available (hardware and software) at the institution. Number of computers with Configuration (provide actual number with exact configuration of each available system), Computer-student ratio, Stand alone facility, LAN facility, Wi-fi facility, Licensed software, Number of nodes/computers with Internet facility, Any other.

- All the servers are provided with power back-up for uninterrupted service.
 - The fully Wi-Fi enabled campus facilitates inter and intranet networking which meets teaching learning and research requirements of this institution.
 - The faculty and the students also have access to these facilities through their personal laptops.
 - Computers available for the students, faculty, researchers and administrative purposes: 389
 - Stand-alone as well as LAN facilities
 - Internet Leased Line Facility with speed of 20 Mbps

Sr.No.	Item	Description
1	Server System	4
2	Client System	389
3	LAN	All nodes are on LAN
4	Licensed Software	Microsoft Campus License for all Systems installed
5	Antivirus Software	100
6	Computer : Student	1:5
7	Laser Printers	20
8	Scanner	6
9	LCD Projector	21
10	PA System	8
11	UPS	11
12	LAN Switches	11
13	Inverters	5
14	Photocopier Machines	2

Table 4.7: Computing Facilities Available





Sr. No.	Configuration	Location	Quantity
1	IBM Tower Server, Model x3400 , 2.0 GHz/1333 MHz, Intel(r) Xeon E5405 processor, 2.33 GHz/1333 MHz Intel E5410 processor with 12 MB L2 cache, RAM 8 GB, Hard Disk Hot Swap 750 GB x 3, DVD Writer, Keyboard Mouse	Computer Lab1 - Server Room, Ground Floor	1
2	IBM Tower Server, Model x3200 M2 , Quad-core Xeon X3320 2.5 GHz with 1333 MHz FSB and 6 MB L2 cache, RAM 4 GB, Hard Disk 1TB, DVD Writer, Keyboard Mouse	Computer Lab 1 - Server Room, Ground Floor	1
3	IBM Tower Server, Model x3200 M3 , quad-core Intel® Xeon® 3400 Series processor, designed with fast 1333 MHz memory access and 8 MB of L3 cache, RAM 4 GB, Hard Disk 1 TB, DVD Writer, Keyboard Mouse	Computer Lab 1 - Server Room, Ground Floor	1
4	IBM Tower Server, Model x3100 , Pentium® dual-core E2140 processor, RAM 4 GB, Hard Disk 1 TB, DVD Writer, Keyboard Mouse	Computer Lab 1 - Server Room, Ground Floor	1
5	HCL Branded, Dual Core 2.8 Mhz processor, RAM 2 GB, Hard disk 250 GB, TFT Monitors, Keyboard and Mouse	Lab 2 Ground Floor	61
6	Assembled, Core i-3 processor, RAM 2 GB, TFT Monitor, Hard Disk 500 GB, Keyboard and Mouse	Lab 1 Ground Floor	58





7	Esys Wizard Branded, Dual Core 2.8 Mhz Processor, RAM 2 GB, Hard Disk 250 GB, TFT Monitor, Keyboard and Mouse	Lab 3 First Floor	60
8	Assembled, Core i-3 processor, RAM 2 GB, Hard Disk 500 MB, TFT Monitor, Keyboard and Mouse	Lab 4 First Floor	42
9	Assembled, Dual Core 2.8 Mhz processor, RAM 2 GB, Hard disk 250 GB, TFT Monitors, Keyboard and Mouse	English Lab First Floor	21
10	Assembled, Dual Core 2.4 Mhz processor, RAM 1 GB, Hard disk 120 GB, TFT Monitors, Keyboard and Mouse	Lab 5 Third Floor	60
11	Assembled, Dual Core 2.8 Mhz processor, RAM 2 GB, Hard disk 250 GB, TFT Monitors, Keyboard and Mouse	Library	16
12	HCL Branded, Dual Core 2.8 Mhz processor, RAM 2 GB, Hard disk 250 GB, Keyboard and Mouse	Class rooms	12
13	Assembled, Dual Core 2.8 Mhz processor, RAM 2 GB, Hard disk 250 GB, TFT Monitors, Keyboard and Mouse	Administrative and Office Staff	15
14	Assembled, Dual Core 2.8 Mhz processor, RAM 2 GB, Hard disk 250 GB, TFT Monitors, Keyboard and Mouse	Faculty	44
Total			393

Table 4.8: Details of System Configuration



LAN and Wi-Fi Facility: Wi-Fi with 100 Mbps bandwidth is available. Multiple Wi-Fi access points have been installed at the institute campus. The students and faculty can access Wi-Fi facility anywhere inside the campus. The “**Star topology**” of our LAN supports future expandability of the network.

Number of nodes/ computers with Internet facility: All the systems are connected with LAN and the internet facility.

Backup Electricity Supply: The ICT facilities are maintained with uninterrupted power supply through Inverters, UPS and Generators.

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

The computer and Internet facilities have been constantly upgraded to meet the changing requirements of the teaching-learning community of the institution. Computers are upgraded, new computers are purchased, speed of the Internet connectivity is enhanced and the Wi-Fi system is restructured, recognizing the need and demands of the academic community. These ICT facilities are open and accessible to the entire faculty and the students with software protection .

- A total of 343 computers are available for the students and the faculty on Campus.
- The faculty has access to the computer admin centre as well computers at the library.
- Students can log in to the Internet using their personal laptops and Smart phones in addition to the access to the systems installed in the computer lab.
- Wi-Fi with 20 Mbps internet connectivity is provided for the entire campus.
- The students and the faculty can access the subscribed e-journals and e-resources in the digital library.
- Both PG and UG departments have dedicated computers for every teaching faculty
- Every Classroom and training area has LAN Computer with Internet access and connected to LCD Projector.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The institute has a plan to upgrade to better and improved technology yet making the optimum use of old technology systems and Software, hence the strategy





revolves around continues review and inspection of the systems which may not support the utilitarian purposes and replacing them with the advanced systems while shifting these Low-tech systems to places where they can be used till their full life is exhausted.

The Institute subscribes to the Microsoft Campus License, which covers all the Systems with latest Microsoft software available. The hardware is upgraded as per the requirement of the software.

The Institute has a vendor who has been granted the Annual Maintenance contract, which ensures the IT infrastructure maintenances and upkeep.

Future plans

- Purchase of additional Server for the institute office.
- Up gradation of the internet facility to 4G.
- To make the Library RFID ready.
- Usage of High Speed Book Scanner for the library
- Availing NKN connectivity
- Expansion of the VPN facility for East Campus

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

The institute makes the budgetary provisions in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories. The expenditure incurred by the institute during last four years on various items is given below in the table:

Items	2012-13	2013-14	2014-15	2015-16
Procurement	--	2,89,912	--	88,506
Up-gradation	--	--	--	--
Deployment/ Maintenance	3,09,802	3,66,140	4,05,854	3,66,861

Table 4.9: Year wise budget for Procurement & Upgrading Computing Facilities





4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

The institute believes in adopting and making extensive use of ICT by its staff and students and adopts a proactive approach towards its deployment, usage, constant development and adaptation.

As a part of this approach the following measures are initiated:

1. Creating ICT enabled Smart Classrooms
2. Campus wide Wifi Access
3. Creating Mobile and Internet based Communication platforms.
4. Interactive Website for all stakeholders.
5. Provision of Learning materials in Soft form and uploading for usage of staff and students.
6. Access to research databases in electronic form
7. LAN based connectivity for knowledge sharing and data exchange.

The students and staff are required to adopt and get acclimatize with the above system to operate in a technology enabled environment.

Since there may be instances of slow adoption and irregular usage of the ICT, such cases are monitored and need based training is provided to staff and students.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching-learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

The following mechanisms are deployed by the institution, with regard to the ICT resources, to make the learning student-centered:

- Formal training in basic computer skills and advanced computer courses on latest technologies are given to the students through Computer Centre.
- The student seminars and presentations are ICT enabled.
- Teachers also use ICT for teaching – LCD presentations, Video Downloads, etc.
- The students are trained to be active learners by using ICT.





- The online resources are accessed by the students for gathering data, information and materials related to the topics for their assignments and projects.
- Sharing of learning resources and discussions are done through the internet and intranet.
- The computers in the lab and classrooms are used for on-line learning.
- Classrooms are provided with LCD projectors. The teachers train the students to use and collect information from the e-learning resources such as J-Gate and EBSCO.
- The students use the on-line learning resources to prepare notes, write assignments, conduct seminars and collect data for projects. The students conduct their seminars using Power Point presentations.
- The teachers use as well as encourage the students to use LCD projectors, on-line resources and Power Point Presentations to facilitate teaching, thus placing the student at the centre of the teaching-learning process.
- All theory subjects have seminars which are conducted using LCD projectors.

An illustration of how the teacher has acquired the role of a facilitator and the technological deployment has placed the students at the center of teaching learning process is stated below:

A student is given a video case to listen and understand it. Based on his personal understanding and knowledge on the subject, he is required to make a power point presentation on the Case in the Classroom. The student is trained and encouraged to use online resources for the purpose of deeper understanding of the subject on which the case is based. This whole process requires the student to constantly use ICT based resources. Here the student attains the central role using technology, whereas the teacher is merely facilitating the teaching-learning process.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

Availing of National Knowledge Network Connectivity is under consideration and process as RTM Nagpur University is yet to extend the services to its affiliated institutes.





4.4 MAINTENANCE OF CAMPUS FACILITIES

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

The institute makes the budgetary provisions in the annual budget to ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the various campus facilities. The expenditure incurred for maintenance and upkeep of the various campus facilities are listed below in the following table:

	Item	Planned & Actual Expenditure	2012-13	2013-14	2014-15	2015-16
a.	Building	Planned expenditure	4,00,000	25,000	2,00,000	1,00,000
		Actual expenditure	3,78,800	22,500	1,16,250	--
b.	Furniture	Planned expenditure	2,00,000	60,000	2,25,000	1,50,000
		Actual expenditure	1,74,327	59,040	2,10,261	1,29,884
c.	Equipment	Planned expenditure	3,50,000	1,25,000	1,50,000	3,50,000
		Actual expenditure	3,67,598	1,04,426	1,43,912	3,39,512
d.	Computers	Planned expenditure	50,000	3,00,000	60,000	1,00,000
		Actual expenditure	--	2,89,912	--	88,506
		Planned expenditure	--	--	--	--
e.	Vehicles	Actual expenditure	--	--	--	--





f.	Any other	Planned expenditure	6,50,000	1,20,000	1,50,000	15,00,000
		Actual expenditure	5,99,781	1,03,822	1,51,926	10,21,304*
* Electrical Installation Rs 1,73,237.51, Library Books Rs 94,333.99, Lift and Installation Rs 7,53,733.						

Table 4.10: Budgetary Allocations made and Actual Expenditure Incurred during 2012-13 to 2015-16 on Campus Facilities

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

The institute has an elaborate policy and mechanism to maintain and upkeep the infrastructural facilities of the institute. The institute has appointed a staff member to supervise the maintenance and development work of all infrastructural facilities and equipment. For the purpose of maintenance of infrastructure annual maintenance contracts (AMC) has been made with several agencies for upkeep of the following:

- IT Infrastructure
- Housekeeping
- Pest control
- Water purifiers and water dispensers
- Fire extinguishers
- Elevator
- Diesel Generator set
- Electrical equipment
- Furniture and fixtures

As a matter of policy, the institute carries out an annual audit of the infrastructure facilities and assesses the need for replacing old and redundant equipment. The institute allocates the portfolio of infrastructure development to some of the faculty members who monitor the services of AMC service provider. The Director of the Institute receives feedback from the students through the suggestion box mechanism and the formal feedback system about the infrastructure facility of the institute. These suggestions are important from the view of maintenance and upkeep of infrastructure facilities.





4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/ instruments?

The institute does not have any specific equipment or instrument which needs calibration, hence no such precision measures are required. The other equipment which requires maintenance are maintained either through the Annual Maintenance Contracts or through the maintenances carried out by internal staff on a need basis.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

The institute has identified the critical infrastructure which may create operational difficulties in case of their breakdown. These critical infrastructure elements as listed below are paid special attention, so as not to cause hindrance in normal functioning of the institute.

1. **Servers:** The servers are located at isolated place in the computer Labs and are under the custody and supervision of the System Administrator. These are covered under the AMC and a back-up of the server is also available in the institute with a change over time of few mins.
2. **Water Supply Pumps:** All water supply pumps and allied instruments have a back-up available, which ensures a smooth supply of 24x7 to the institute.
3. **Wi-Fi facility:** The institute has Wi-Fi internet facility as also wired connections. Alternate Wi-Fi connectivity is available as a back-up in case of any interruptions in the connectivity.
4. **CCTV Camera:** The CCTV cameras are critical security equipment and hence have been provided Power back-up in case of disruption in supply of electricity.
5. **Air Conditioning facilities:** Adequate Power back-up is provided in the form Generator sets to ensure continuous supply of electricity when needed
6. **Electric Supply:** A 50 KVA generator set is installed in the institute which ensures adequate supply of power to critical infrastructure in case of power failure.
7. **Elevator:** Adequate power back-up is available in the institute to keep the elevator operational in case of power failures.

Any other relevant information regarding Infrastructure and Learning Resources

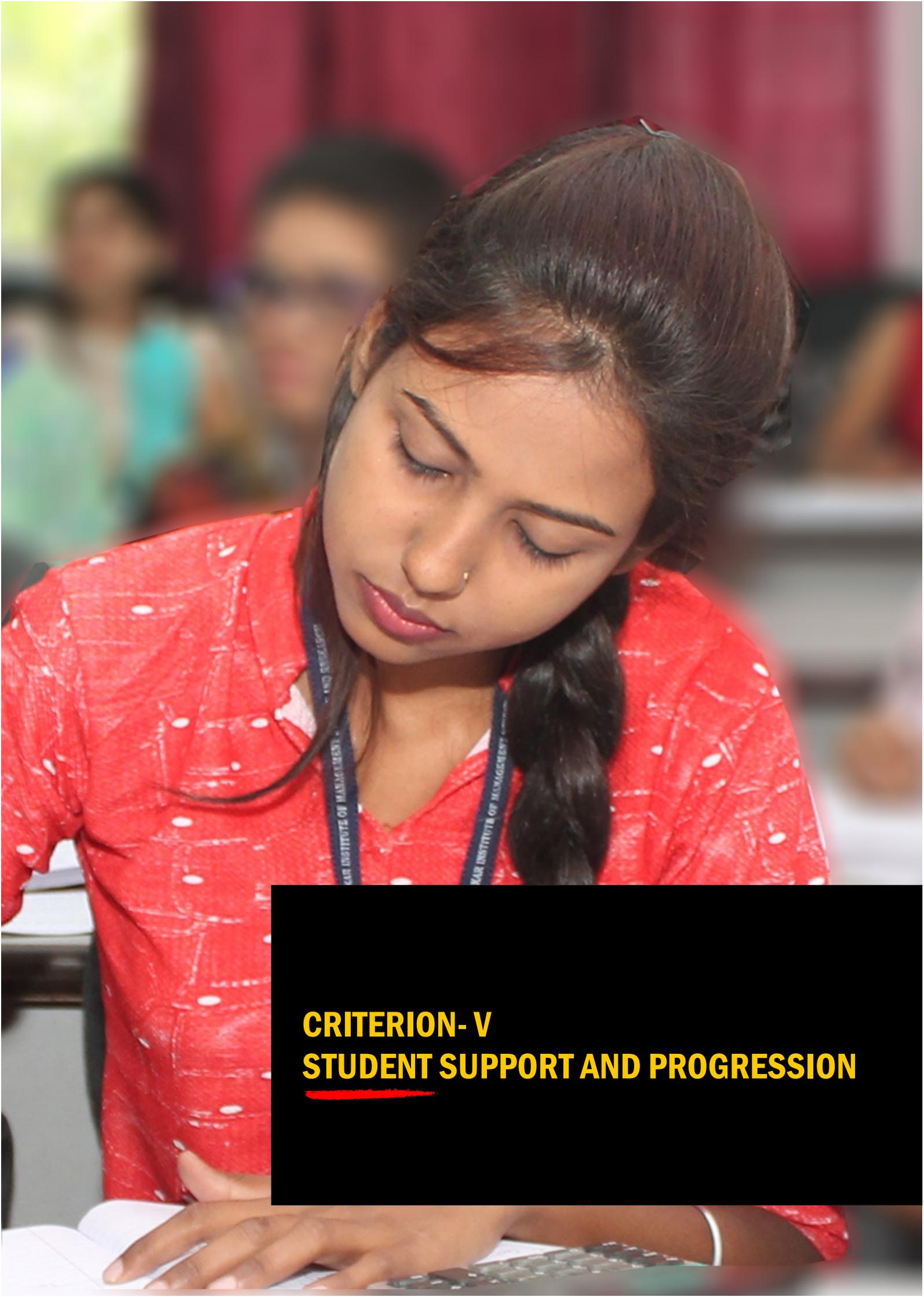




which the college would like to include.

The institute has made provisions for future expansion plans like beginning of new programmes, additional intake of existing programmes or executive and corporate training. A state-of-the-art training area of approximately 6,000 sq. feet has been earmarked for executive and corporate training. Another 6,000 sq. feet additional infrastructure has been created for expansion of the programmes offered by the institute.





CRITERION- V
STUDENT SUPPORT AND PROGRESSION



CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT MENTORING AND SUPPORT

5.1.1 Does the institution publish its updated prospectus/handbook annually? If yes, what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes, the Institution publishes Prospectus annually and a Student Handbook for every Semester.

Prospectus:

The prospectus reflects the entire scope of the institute profile. The beginning of the Prospectus contains the Vision and Mission of the Institute as well as the admission process and the details of the programme offered by the Institution, including Eligibility and Fee structure for the courses. An elaborated description of the Infrastructural facilities are then followed by the Certification courses offered by the institute. The Prospectus then details the Various Centers including Entrepreneurship Cell, the placement Cell etc.

The prospectus also briefly introduces the Faculty members, by listing their Qualification, and their knowledge areas. A list of Non-teaching Staff along with their roles in the organization is also mentioned in the prospectus.

The Names and Contact info of other important committees including, Grievance, Anti-Ragging, Public Information and Women's Empowerment is mentioned. Various activities that are conducted by the institute are enlisted and finally the companies visiting the campus are listed.

The prospectus is also available on the website (www.daimsr.in) for wide circulation and information to all stakeholders.





Students Guide (Handbook)

The students guide is a very unique and detailed guide given to every student post his/her arrival at the institute. This guide is an important and handy document in the hand of every student, which introduces the students with the requisite information.

The most engaging feature of this guide is the Day-wise activity schedule which informs the student about every activity that the student will be engaging in the whole semester.

The book also contains the details of the student's code of conduct and rules and regulation guiding his behavior during his/her scholarship at the institute. Rules regarding Examination, Placements, Test and Evaluation as well as the Internal evaluation criteria are clearly stated in the handbook. The means to obtain any assistance and guidance as well as the concerned person is indicated in the guide.

Another unique feature includes a Personal Benchmarking table, which helps the students set his personal Benchmarks considering his current self-evaluation on a Scale.

The Students handbook also includes the detailed syllabus as prescribed for that Programme for a specific semester.

The respective in charge of the student activities including Mentors, Course Faculty, and Placement Officer and In charge of various disciplines ensure the compliance and effective implementation of the various activities and guidelines to the student.

5.1.2 Specify the type, number and amount of institutional scholarships/freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

The students enrolled in various Programmes in the Institute receive scholarships and Freeships from the Social Welfare Department of the Government of Maharashtra.

Although the Institute does not directly award any Freeships and Scholarships , there have been instances, whereby if the student faces any economic difficulty then such amount as required is waived off from the fees of such needy students

Process for Award of Scholarship

- The student applies for the scholarship and Freeship Online to the department of Social Welfare, Government of Maharashtra.





- The Institute then forwards the fees structure as approved by the competent authority.
- The Department then generates the list of students who are awarded the Freeship and Scholarship.
- The List is then forwarded to the college to reconcile the applications forwarded and the actual amount awarded to the students.
- The Consolidated amount of Freeship and Scholarship is then deposited in the Bank account of the institute through NEFT/RTGS. The component of Maintenance is directly debited in the account of student, whereas scholarship/freeship is deposited with the Institution. The Institute then issues a Statement to the bank to directly debit the specified amount into the Students Account through NEFT/RTGS.

The amount of Scholarship/ Freeship awarded to the students are always disbursed on time. The institute has set up a deadline of 90 days for disbursement and has never exceeded this deadline.

5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

The Details of scholarships and Free-ships received from the State Governments are mentioned as under:

S.No.	Year	Total Students	Students Receiving Financial Assistance	Percentage
1	2011-12	1630	503	30.85%
2	2012-13	1606	484	30.13%
3	2013-14	1595	459	28.77%
4	2014-15	1621	452	27.88%
5	2015-16	1630	510	31.28%

Table 5.1: Scholarships & Financial Assistance received by the students

5.1.4 What are the specific support services/facilities available for:

- **Students from SC/ST, OBC and economically weaker sections**

The Institute has always believed in providing opportunity and support to the students from weaker sections of the society.

Special Help Desk:





The Students are expected to provide specific documents to be eligible to obtain Financial Assistance from the Government agencies. These students have to struggle in arranging these documents. The Institute has a special team of staff, which provides for all support and Service to weaker sections by helping them complete the documentation and application process for obtaining the Scholarships and Freeships from Government agencies.

Admission Counselling:

In order to motivate the students from the weaker sections to pursue higher education a special Admission Counselling desk is established by the institute. This desk also inform the students of various Scholarship Schemes available from various bodies.

- **Students with physical disabilities**

The students with physical disabilities are personally advised and Counselling by the Senior Faculty members and their problems are immediately reported on priority to Director for redressal. The Institute has made arrangement for Special Entry by 'Ramp' constructed for students with Physical disabilities. These students are permitted to use Lift and Wheel Chairs are provided at specific locations to assist the movement of these students to various places within the institute.

- **Overseas students**

At present the Institute does not have Overseas students enrolled to any of its programmes.

- **Students to participate in various competitions / National and International**

The Institute has a dedicated Faculty member who caters to the needs of students who wish to participate in Competitions at various Level. The Participation is facilitated by providing a dedicated Notice board to publicize the various upcoming competitions. The faculty mentors are provided with details of such events and their mentees are thus provided with full information about events. The mentors and Course faculty members help the student prepare for participation in such competitions. The students who wish to participate are encouraged by granting allowances such as 100% Participation Fees and making travel arrangements through the staff concerned. The students are also awarded special prizes during the Annual Awards function to promote participation in such Competitions.





Student Details	Event Description	Remark
Ms. Monika Chafle	Malla Khamb	University
Ms. Purna Yadav	Shooting	University
Ms. Purna Yadav	Shooting	University
Sanjeet B. Narnaware	Archery	University
Mithili N. Pantawane	Basket Ball	University
Purna B. Patil	Basket Ball	University
Prachi Ramteke	Basket Ball	University
Paral K. Chouriya	Basket Ball	University
Saurabh M. Banerjee	Cricket	University
Surjeet B. Yadav	Cricket	University
Akshay R. Dadwe	Cricket	University
Ashishkumar R. Salve	Cricket	University
Ashrutkumar A. Singh	Cricket	University
Bhushan D. Damre	Cricket	University
Tapendri P. Bhosale	Basketball	University
Atul K. Pohankar	Cricket	University
Sonu G. Kashyap	Cricket	University
Ayush A. Chandak	Cricket	University





Mousam K. Sagare	Cricket	University
Prerna F. Yadav	Pistol Shooting	University
Divya L. Rao	Pistol Shooting	University
Rahul Deshmukh	Hockey	University
Amit Balki	Cricket	University
Anuj Papat	Cricket	University
Pavan Sanjay Deshpande	Cricket	University
Rohit Jasiwal	Cricket	University
Sankalp Vikas Sakhre	Cricket	University
Shweta Bhaktani	Cricket	University
Swapnil Punwatkar	Cricket	University
Tushar Ramesh Savita	Cricket	University
Anuj Vaidya	Cricket	University
Abhishek Vinod Raut	Cricket	University
Ajinkya Dhale	Cricket	University
Akshay Umaji Gajbhiye	Cricket	University
Gaurav Pandit	Cricket	University
Nikhil Rajesh Jaiswal	Cricket	University
Rajat Wankar	Cricket	University





Ravi Mishra	Cricket	University
Amit Balki	Cricket	University
Anuj Popat	Cricket	University
Pavan Sanjay Deshpande	Cricket	University
Rohit Jaiswal	Cricket	University
Sankalp Vikas Sakhre	Cricket	University
Shweta Bhaktani	Cricket	University
Swapnil Punwatkar	Cricket	University
Tushar Romesh Savita	Cricket	University
Naveen Kumar Saini	Cricket	University
Rituja Deepak Buty	Cricket	University
Sekh Sayeb	Cricket	University
Shashank Bharat Kamble	Cricket	University
Sonali Satishrao Dalal	Cricket	University

Table 5.2: Students Participation in various Competitions

▪ **Medical assistance to students: health Centre, health insurance etc.**

The Institute has a Visiting Medical Doctor enrolled for the purpose of providing any medical assistance needed and Emergency Assistance is provided by the Doctors empaneled with the Institute. An annual Medical Check-up of every student of the Institute is conducted by the University authorities. The Women's Empowerment Cell of the institute organizes various Health Awareness Drives especially for the female students. A special Rest Room is provided for the purpose





of any medical emergency. Every student enrolled to the any of the programme is provided an Accidental Death Insurance of Rs. One Hundred Thousand.

▪ **Organizing coaching classes for competitive exams:**

The Institute has established a special cell for training of students in the various competitive examinations including Bank P.O, Public Sector Companies, Civil Services and UGC NET examinations. These classes are conducted by some of the faculty members who have themselves either passed these examination or have been trained to coach for these examinations. Classes are conducted during weekends or after regular classes are over. The special Coaching classes focus specifically on the Financial Sector jobs and have delivered substantial results with around 10% of the students taking advantage of these and securing jobs in Public Sector Banks and other PSUs. The Institute provide information through the Placement Cell for such examinations.

S.No.	Year	No. of Students Appeared _Examination			
		CET/C-MAT	PET	SET	NET
1	2012	54	4	4	4
2	2013	84	10	0	0
3	2014	41	14	0	0
4	2015	125	24	0	0
5	2016	113	1	0	0

Table 5.3: Records of the Coaching classes held and students enrolled

▪ **Skill development (spoken English, computer literacy, etc.)**

The Institute receives a fairly large size of students from Mofussil areas who attend vernacular medium schools. Such students need lot of support in skills such as Spoken English and Written Communication Skills. The Institute engages expert faculty and allocates special time for conducting these classes on a regular basis. The Institute engages students in activities that require a lot of working on computers and Internet, thus the student get to spend more time on the computers, which are available till late hours and well equipped with the necessary software and hi-speed internet connectivity. The students are also specially trained in specific skill through a series of Certification courses conducted by the Institute. Regular Interaction with industry professional as well as hands-on training through workshops and Seminar conducted all through the year also provides the necessary Skill development to the students.





▪ **Support for “slow learners”**

The Mentoring system of the institute, where every student is allotted a mentor, who is a full time faculty member of the institute, is the biggest support mechanism for Slow Learners. The Mentors engage closely with their ‘Mentees’ to identify the Slow Paced Learners. Regular monitoring of such students by the mentors identifies the extent of difficulties faced by these students. Such cases are then provided counseling by experts to improvise their performance. Additionally, these slow paced Learners are provided with extra support by the Course teachers through tutorials and extra help by means of providing simplified notes and vigorous exercises.

▪ **Exposures of students to other institution of higher learning / corporate / business house etc.**

The Institute invites a host of professionals from across sectors and domains for interaction with the students. The Institute has a Special Lecture Series called as ‘*Questia*’, whereby CEOs are invited to campus to deliver talks on various topics of interest. Senior Officials from corporate houses are called for delivering Guest Lectures in Classrooms. The Students of UG and PG of Management programmes undertake internships with the Corporates/Industries where they are exposed to the real business practices. The Institute runs a special Certificate Course in Logistics and Supply Chain Management in association with Confederation of Indian Industries (CII-IL). This Course has 100% faculty members who are full time practicing professionals from the industry. Every Course Teacher is encouraged to invite and share a portion of Syllabi with experienced and practicing professional to introduce the students with the latest development in that specific field. The students of the Institute visit leading Institutions including IITs, IIMs and NITs to interact with students. The Institute has linkage with the Entrepreneurship Cells of IIT Bombay and IIT Kharagpur and jointly holds workshops for the students.

▪ **Publication of student magazines**

The Students publish a Bi-annual magazine ‘*Aarohan*’ which carries articles, features and other contributions of the students. An Editorial board comprising of Senior and Junior students of the Institution is responsible for this magazine. The Magazine is distributed and displayed for information at all prominent places within the campus in places such as Laboratories and Libraries.





5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

The institute has a fully functional and dedicated Entrepreneurship Center which promotes Entrepreneurial skills amongst the student's community of DAIMSR. The students of the MBA programme lead the E-Cell which has a panel of faculty adviser. The E-Cell of DAIMSR is a completely student driven Center, which has a student Office bearers and are groomed from the beginning to operate independently and manage their own affairs. The institute provides all support and autonomy to students to work on their business ideas and to plan their own activities.

The institutional support and autonomy granted to the students for last two years have delivered outstanding results. The students of DAIMSR have developed a unique model where they run their own consultancy business, which provides services to local industries and Business. They are currently serving 8 different clients providing Sales, Marketing, Recruitment, Business Development, Client acquisition and Legal Services.

The E-Cell has held collaborative programme with E-Cell of IIT Bombay, and IIT Kharagpur. The Students also hold a International Level Business Plan Competition where teams from all across the country as well as abroad have participated. Some of the leading teams that have participated are IIT Kharagpur; PUMBA, Pune; NMIMS, NIT Nagpur, University of Singapore, NLUI Bangalore to name a few.

There has been a steady rise in the number of Startups promoted by the students of DAIMSR, at least three Entrepreneurial Ventures are started by the passing out students of the Institute year after year.

5.1.6 Enumerate the policies and strategies of the institution, which promote participation of students in extracurricular and co- curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

The Institute has an integrated approach towards extracurricular and co- curricular activities and are incorporated within the annual plan of activities. These activities are evenly spread across the year to be held at specific intervals. The Institute has created a large inventory of Events which caters to all-round development of its students. The activities are planned keeping in mind the specific needs of the





students of the institute, which are then converted into Events. The activities are conducted through the numerous means available including Classroom activities, Mentoring activities, Indoor events and Outdoor events. Every event builds specific capacity and promotes a particular talent amongst the students:

The Details of the extracurricular and co-curricular activities along with their description is given as under:

MONTH	ACTIVITY	LEVEL	DESCRIPTION
August	Installation Day Events	Intra College	The Induction programme of the institute culminates into the installation day, where sports and cultural events are organized especially for the 'New Batch'. The students compete with each other for the best Class, Leadership, Team Spirit, etc.
August	Aagman	Intra College	Aagman is an event which is hosted by the Senior Batch for the Fresh Batch of students. This occasion also provides an opportunity to introduce the Seniors with the juniors. Many Cultural and recreational activities are organized as a means to encourage the interaction between the Old and New batch of students.
September	Anubhuti	Inter College	An Inter-collegiate competition, where the student get to team-up and organize a mega event. A competition of repute, DAIMSR has been successfully hosting this event for over ten years. The events comprise of Academic Events such as Debates, Case Study Presentation, Ad Making, Business Quiz and Personality Contests, While the Cultural events such as Singing, Dancing, Fashion Shows etc.
September	Ayaan	Intra College	Students of the institute are encouraged to participate in sports and games in this annual event. The institute hosts a series of





			Indoor and outdoor games and competitions aimed at developing skills while providing a platform for recreation.
October	Advay	Intra College	The students' undertake a long distance walk of around 20 kms. Generally arranged just before Dashera, Advay, gives an opportunity to the students to explore their physical and mental strength. The students tend to develop strength and endurance while participating in this event.
November	Abhiyaan	Intra College	As an initiative under CSR, DAIMSR along with its Alumni Association organizes a fund raiser to support a social cause of upliftment of under PRIVILEGED section of the society. Abhiyaan has hosted events like Hasya Kavi Sammelan, Ghazal Nite, Musical Nite and Rock Band.
December	Alumni Reunion	Intra College	The institute encourages its students to organize Alumni Reunion of the previous batch of students. During the Alumni meet past students interact with the new batch and faculty members. Cultural Events and Networking with the Seniors marks this Occasion.
January	Aagam	Intra College	An opportunity for students to test their physical strength. The PRAHAAR Camp is run by ex-army officials and is aimed at developing leaders having courage, determination, team spirit and a sense of responsibility towards the society.
February	Acumen	Inter College	Acumen is a national level contest of Paper Presentation. It's a platform for Industry Practitioners, Academicians and students, to present their research work on contemporary subjects.





February	Aegis	Inter College	Aegis is a Business idea / plan Competition to encourage, nurture and develop new ventures based either on original ideas and technology or those developed by others. The inter collegiate event offers particular interest to Small Grass Root Innovations, which have the capacity to reach out to masses and make big difference to a large population.
March	Women's Day Event	Intra College	This event is especially organized to celebrate International women's day. The events aims to bring awareness amongst the women students and staff on Women empowerment and women rights. The daylong event comprises of Informative sessions, Recreational Activities as well as Training in Self-defence, Entrepreneurship etc.
March	Analysis	Intra College	Analysis is an event to discuss and deliberate on Union Budget. The student groups present an analysis on various aspects of the Union Budget. A panel discussion or Expert Lecture is followed thereafter to create better understanding of the Money Bill.
April	Aahvan	Inter College	The event with 23 years of luminous history, an annual workshop aimed at addressing contemporary issues relating to management. The students participate in the event and acquire knowledge on diverse areas and subjects which addresses a unique theme every year.
April	Annual Awards	Intra College	The students are awarded for their Academic and Co-curricular achievements. The awards are hosted by the student's council which awards the students in various categories, while a portion of





			awards are given for recognizing the talents by the members of the faculty.
May	Alvida	Intra College	The event is hosted by the juniors to bid farewell to the passing out batch. This event provides an opportunity to showcase the talents and a host of cultural activities are performed on this occasion.

Table 5.4: Details of the extracurricular and co-curricular activities

- **Additional academic support, flexibility in examinations**

The institute has made provisions for conducting tutorials for students who may miss out upon regular classes. Similarly these students are provided ‘Special Leaves’ in order to facilitate participation in these events. The mentor are responsible for accepting the applications for such leaves and subsequent concessions to be awarded.

Acceptance of delayed Assignments and Retest provisions are there to enable the students in easing their participation in the extracurricular and co-curricular events.

- **Special dietary requirements, sports uniform and materials.**

The students participating in the extracurricular and co-curricular events are provided with the requisite materials such as Sports Kits, Uniforms, etc. The students who participate in the University level matches and games are provided with funds to buy Blazers and complete reimbursement of Registration fees and other expenses.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET,UGC-NET,SLET, ATE/CAT/GRE/TOFEL/GMAT/ Central/State services, Defense, Civil Services, etc.

The institute lays special stress on preparing students for the competitive examinations. The support to the students for appearing in the Competitive





Examinations is available to the students in the following manner:

1. Counselling and guidance to students on the various competitive examinations is given to the students through the Mentors and the Training & Placement Department. Such information is widely displayed in the campus for the benefit of the students.
2. Since Aptitude and Verbal ability is an essential part of all competitive examinations, special training on these two aspects are integrated with the course curriculum. So these classes are conducted at appropriate times.
3. ICT training is imparted to the students from the perspective of appearing in the competitive examinations.
4. Books and Study material are made available in the institute library for various competitive examinations.
5. NET/ SLET Classes for the students desirous of preparing in such examinations are held in the institute.
6. Free Coaching Classes for the benefit of UG students are held for examinations such as CAT/ CET/ CMAT etc.

S. No.	Name of the Student	Year of Passing DAIMSR	Name of the Exam	Name of the organization
1	Himanshu Singh	2012	AO, NIACL	New India Assurance Corp. Ltd
2	Gitanjali Ramanathan	2012	BHEL	BHEL
3	Aniruddha Kapale	2012	IBPS-Clerk	SBI
4	Sampada Hastak	2012	UGC-NET	
5	Ankit Desai	2012	IBPS-PO	BOI
6	Nidhi Shambharkar	2012	SPSU	MECL
7	Nilaya Bharge	2012	PSU Bank	SBI
8	Nikhil Hande	2012	Bank Clerical	Union Bank of India
9	Shweta Pandit	2012	RBI	RBI
10	Nayan Moon	2012	IBPS-PO	BOM
11	Nikhil Hande	2012	IBPS-Clerk	Union Bank of India
12	Abhijeet Bawankar	2012	IBPS-Clerk	Union Bank of India
13	Abhijeet Shrivastava	2012	IBPS-PO	RBI
14	Tushar Landge	2012	IBPS-PO	SBI
15	Swati Dhopte	2013	SBI-PO	SBI





16	Umashankar Gupta	2013	UGC-NET, Assistant, New India Assurance	New India Assurance Corp.Ltd
17	Vikrant Sonpitale	2013	IBPS-PO	Union Bank of India
18	Snehal Nagrale	2013	IBPS-PO	Syndicate bank
19	Shraddha Nandeshwar	2013	IBPS-PO	Canara bank
20	Manish Dhanvijay	2013	Staff selection	Central Arms and Ammunition Depot
21	Piyush Ghosewade	2013	Staff selection	MSEB
22	Harpreet Kaur Mann	2013	IBPS-Clerk	BOI
23	Sagar Yeole	2013	IBPS-PO	SBI
24	Janmjoy Sarkar	2014	Bank PO	SBI
25	Rahul Shembekar	2014	IBPS-PO	BOM
26	Saujanya Deepika	2014	IBPS-PO	SBI
27	Amit Sangode	2014	IBPS-PO	BOI
28	Snehal Sonpimple	2014	IBPS-PO	Union Bank of India
29	Amol Puram	2015	Bank PO	
30	Megha Eppan	2015	GRE/TOEFL	North Eastern University, USA
31	Saumya Nair	2015	IBPS-PO	SBT
32	Pooja Rangari	2016	PSU Bank	BOI

Table 5.5: List of students Successful in the Competitive Examinations

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)

The institute has appointed a Student's counsellor who is in charge of conducting Psychological counselling of the students enrolled in the various programmes offered by the institute. The Counsellor can be contacted anytime through the respective mentors and as also by sending an email to the Counsellor . The most significant contribution to the students support services in terms of counselling is provide through the Mentoring Program of the institute. This is a very important source of counselling which is made available to every student of the institute. (Refer to the details of the Mentoring Programme under the Best Practice-2 in this Report)





5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If ‘yes’, detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

The institute has a full-fledged Training & Placement Cell, headed by the Director of the institute and Six Faculty members. Students of various programmes are included as members of this Cell. The T&P Cell is organized into various divisions and catering to the varied needs of students across domains and programmes.

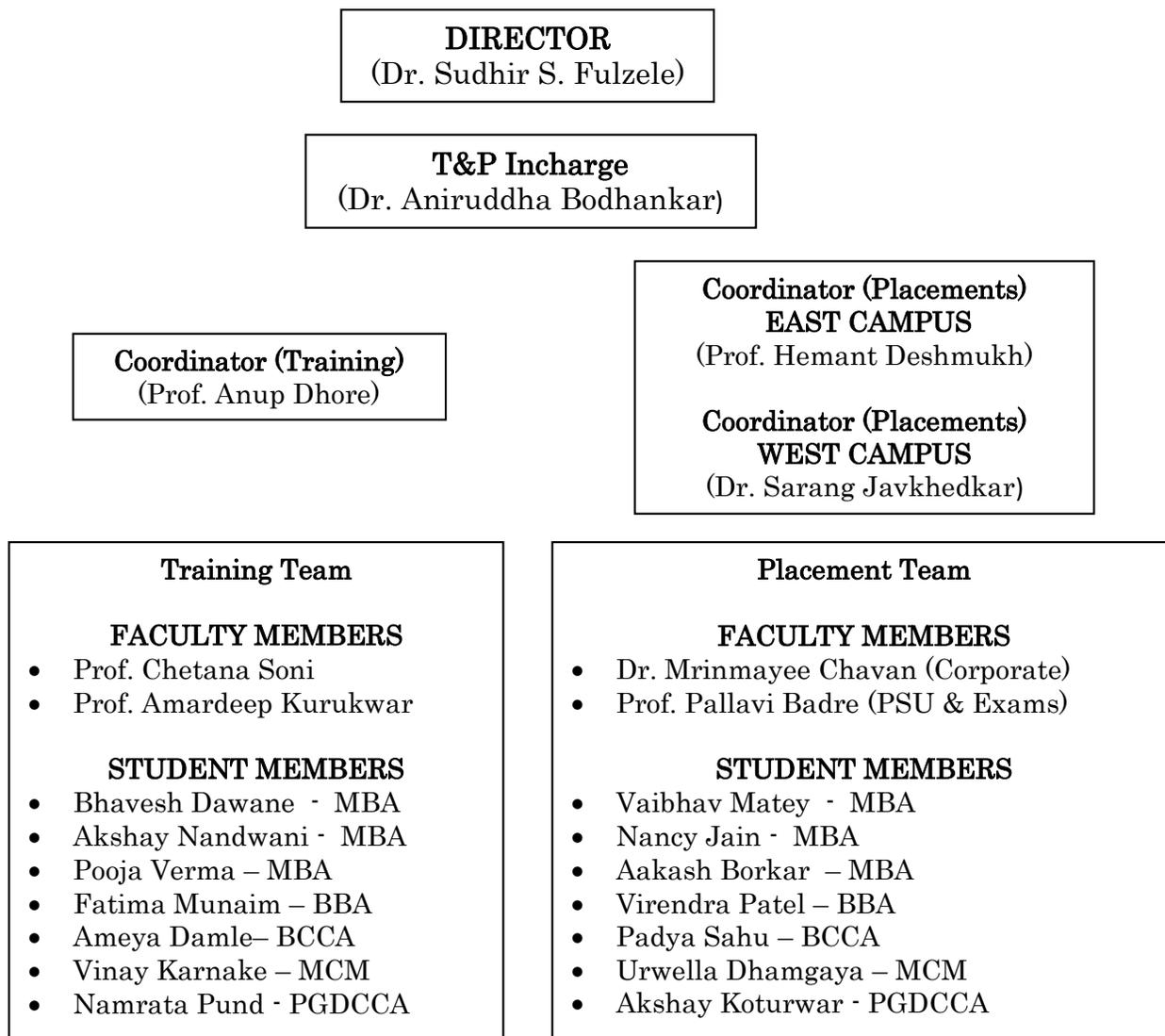


FIGURE 5.1: THE STRUCTURE OF TRAINING & PLACEMENTS CELL





The Institute has a structured programme to help the student identify the Career opportunities as well as to train them for acquiring specific skills. This structure is graphically depicted in the figure below:

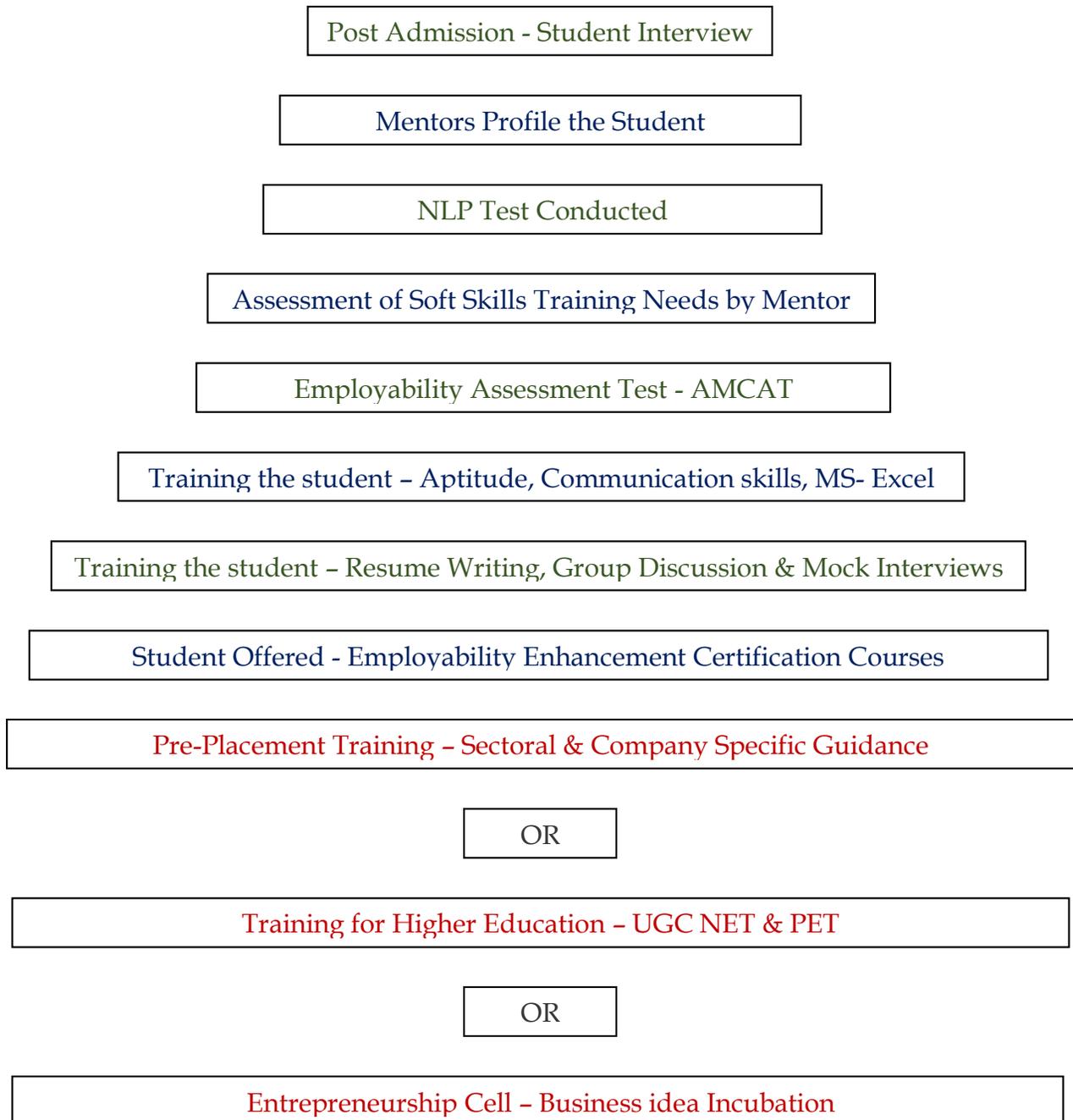


FIGURE 5.2: THE PROCESS CHART FOR SKILLS & CAREER DEVELOPMENT





The details of students placed during the past four years and the number & list of employers is listed below.

PROGRAMME: MBA		
	2012-13	2013-14
	Placement %: 60%	Placement %: 77%
	No.of Companies: 53	No. of Companies: 33
S. No.	List of Companies	List of Companies.
1	Airtel	Airtel
2	Angel Broking	Annapurna Microfinance Limited
3	Axis Bank	Axis Bank
4	Axykno	Axykno
5	Bellezza	Badjate Stock Invest P Ltd
6	Berger Paints	Bajaj Capital
7	Blue Lagoon Vac. Pvt. Ltd	Bajaj FinServ Ltd.
8	Capital IQ	BNY Mellon
9	Cease Fire	Capital Aim Financial Advisory Pvt. Ltd.
10	Cipher Technologies	Capital IQ
11	Coca-Cola	Cease Fire
12	Cryo Bank International Ltd	Dainik Bhaskar Limited
13	Debashu Sales	E clerx
14	Dish TV	HDFC Bank Limited
15	E clerx	Hindustan Pencils (P) Ltd
16	Eforum	I Talent
17	ePapers Inc	IIT Home
18	Fusion Systems,	Indusind Bank Limited
19	Glaxo Smith Kline	ITC
20	Global Logistics	Janalakshmi Financial Services P Ltd
21	Goel Ganga	Kotak Bank
22	HDFC (Housing Loan)	L & T Infotech
23	HBL	Metro Global Business Services
24	HDFC Life	Novatrend Technologies Ltd
25	Hospitality Media	Red FM
26	IDBI Life Insurance	Right Brothers
27	Impart Education	SBI Life Insurance Co. Ltd
28	IMRB	SMERA Rating Agency Limited
29	Indusind Bank Limited	Talent Corner HR Services





30	ITC	Tata Teleservices
31	Janalakshmi Fin. Ser. P Ltd	Tech Mahindra Ltd
32	Jaro Education	Vodafone
33	Just Dial	Wallmark
34	KOTAK BANK	
35	Lai Eduventures Ltd.	
36	Metro Global Services	
37	Muthoot Finance	
38	MY FM	
39	Navnirman Society	
40	Neeyomi Solutions	
41	NJ Investement	
42	Rewa Technologies	
43	Saikrupa Consultant	
44	SBI Life Insurance Co. Ltd	
45	Shalimaar pvt. Ltd	
46	Spandana Spoorti Fin. Llttd	
47	Suraksha Gold	
48	Talent Corner HR Services	
49	Tata Teleservices	
50	Terminal 1	
51	Universal Hunt	
52	Vtec Technologies	
53	Walk-in Solutions	

PROGRAMME: MBA		
	2014-15	2015-16
	Placement %: 75%	Placement %: 68%
	No. of Companies 22	No. of Companies: 34
S. No.	List of Companies	List of Companies
1	Bajaj Capitals Ltd.	I-Talent
2	Vodafone	Axis Bank
4	Airtel	BNY Mellon
5	L & T Infotech	CAPITAL IQ
6	Hindustan Pencils Ltd.	Cease Fire
7	Janalakshmi	E clerx
8	Tata Teleservices Ltd.	HDFC-Loans
9	Novatrend	HDFC Bank Limited





10	Capital IQ	HDFC Life
11	Kotak Bank Ltd.	ITC
12	BNY-Mellon	Jaro Education
13	Indus Ind Bank	Kotak Bank
14	SBI Life	Wallmark
15	Right Brothers	Metro-GBS
16	Cease Fire	AC Nielsen
17	Talent Corner	Alembic
18	SMERA Rating	Airtel
19	Metro Global	Parle
20	Infosys	RNR Datalex
21	HDFC Bank	Tata Teleservices
22	Axis Bank	Parle
23		Xtreme Media
24		Nestle
25		Writer Safe Guard
26		VIP
27		Dinshaw's
28		Mahindra & Mahindra
29		Decimal Point Analytics
30		Decathlon
31		Oppo Mobiles
32		India Shelter
33		Shriram City Finance
34		Just Dial

Table 5.6: Percentage students Placed & List of employers -MBA

Programme: BBA; BCCA ; MCM & PGDCCA		
	2012-2013	2013-2014
	Placement %: 22%	Placement %: 26%
	No. of Companies; 01	No. of Companies; 03
S. No.	List of Companies	List of Companies
1	TCS	TCS
2		Wipro
3		Mega Power





	2014-2015	2015-2016
	Placement %; 36%	Placement %: 43%
	No. of Companies; 04	No. of Companies: 04
S. No.	List of Companies	List of Companies
1	TCS	TCS
2	Concentrix	Concentrix
3	MPhasis	MPhasis
4	Godrej	Godrej

Table 5.7: Percentage students Placed & List of employers – UGC Prog.

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

Yes , the institute has a grievance redressal cell for students. A separate cell to address the grievances of female students is also functioning in the institute. The details of members of these cells are listed below.

Grievance Redressal Committee	
Dr. Nirzar Kulkarni	Chairman
Dr. Vivek Pimplapure	Member
Dr. Mrs. Ruhi Bakhare	Member
Dr. Avish Petras	Member Secretary
Dr. Mrs. Rashmi Gupta	Member

Table 5.8: Constitution of Grievance Redressal Committee

YEAR	Grievances Received	Grievances Redressed
2012-13	02	02
2013-14	03	03
2014-15	04	04
2015-16	03	03

Table 5.9: List of Grievances Received and Redressed

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?





The institute has an established a separate Cell for addressing the issues pertaining to the Sexual harassment more specifically for the Women Students and Staff. The information and contact details of the members of the Women's Grievance Redressal Cell is displayed at prominent locations as well as the information brochure of the institute. The aggrieved staff and students can approach this Cell to redress any of the grievances. The institute also supplies the necessary information on legal aspects of Sexual harassment through various events held in the institute, especially during the Women's Day function and other such occasions. The institute has also appointed senior and experienced Women members to this cell. The institute has a 'Zero' tolerance policy towards the cases of Sexual harassment. Various Committees ensure that a safe and secured environment is provided to the women members of the institution. The Grievances are dealt with, according to the provisions of the Law for the time being in force.

Women's Grievance Redressal Committee	
Dr. Mrs. Ruhi Bakhare	Chairman
Dr. Mrs. Rashmi Gupta	Member
Prof. Mrs. Pallavi Badre	Member
Prof. Mrs. Pallavi Sangode	Member Secretary
Dr. Mrs. K. M. Reddy	Member

Table 5.10: Constitution of Women's Grievance Redressal Committee

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Yes, the institute has established an Anti-Ragging Committee with the director of the Institute as its Chairman. There have been no instances reported in the last four years. The details of its other members are listed below.

Anti-Ragging Committee	
Dr. Sudhir Fulzele	Chairman
Dr. Pranay Parashar	Member
Dr. Mrs. Mrinmayi Chavan	Member
Ms. Chetana Soni	Member
Dr. Snehal Godbole	Member Secretary

Table 5.11: Constitution of Anti-Ragging Committee





5.1.13 Enumerate the welfare schemes made available to students by the institution.

The institute offers the following set of welfare schemes for the students of the institution:

1. Every student enrolled to any of the programme of the institute is provided an accidental death cover through group Insurance Scheme.
2. The students are offered Subsidized Food at the institute Cafeteria as also a limited number of needy students are provided free food.
3. Free Medical Care in case of any emergency is provided to the students.
4. Sponsored Certification Course from CII Institute of Logistics.
5. Sponsorship for participation in Intercollegiate Events.
6. Reimbursement of Complete participation fee to students taking part in University level extracurricular activities.
7. Sponsorship to students for participating in Seminar, Conferences and Summits.
8. Free Wi-Fi internet access to students on their Mobile phones and electronic gadgets.
9. The students are given extended hours of access to library and computing facilities for the purpose of preparation of Competitive examinations.
10. Need based access to reprographics facilities of the Institute is provided to students free of Charge.

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

Yes, 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 have been helpful in mentoring the students by providing Career guidance.
6. The Alumni association also help the students of the institute to undertake Research projects in their organizations.
7. The members of the association also participate as Resource Persons to various Academic Events organized by the institute.
8. 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.
9. The Institute also currently has 5 members of the Alumni Association serving as Full time Faculty members in the institution.





5.2 STUDENT PROGRESSION

5.2.1 Provide the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Programme: Bachelor Of Business Administration - BBA					
Year	Total no. of Students	No of Students Passing out from the Programme	UG to PG %age (No. of Students)	Employed (% age)	
				Campus Selection	Other than Campus Recruitment
2012	204	161	93.78 (151)	Nil	N / A
2013	172	148	90.54 (134)	Nil	2.70
2014	200	185	87.56 (162)	Nil	2.16
2015	196	161	88.19 (142)	7.45	1.86
2016	171	142	86.00 (122)	12.00	2

Table 5.12: Percentage of students progressing to Higher Education And Employment -BBA

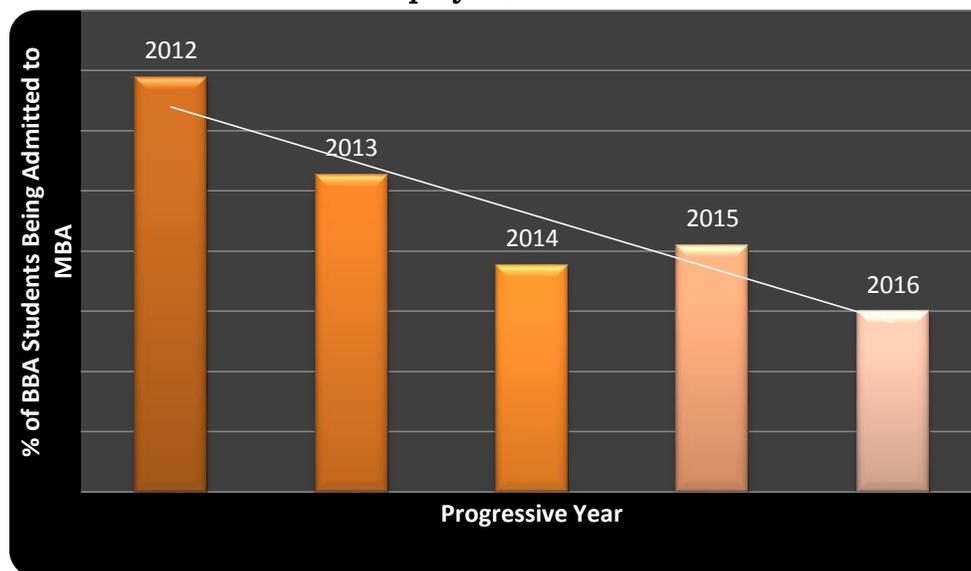


Figure 5.3: Trends observed in BBA to MBA Progression





Comment: The trend shows a steep decline in number of students moving to MBA after BBA. The reason could be attributed to the lucrative placement opportunities available to BBA students, especially into BPO sectors.

Programme: Bachelor Of Commerce (Computer Application) -BCCA					
Year	Total no. of Students	No of Students Passing out from the Programme	UG to PG %age (No. of Students)	Employed (% age)	
				Campus Selection	Other than Campus Recruitment
2012	132	88	75.00 (66)	Nil	15.90 (14)
2013	138	91	80.21 (73)	Nil	10.98 (10)
2014	129	110	77.27 (85)	Nil	16.36 (18)
2015	93	51	80.39 (41)	9.80 (5)	N/A
2016	96	64	80.00	20.00(13)	NA

Table 5.13: Percentage of students progressing to Higher Education And Employment -BCCA

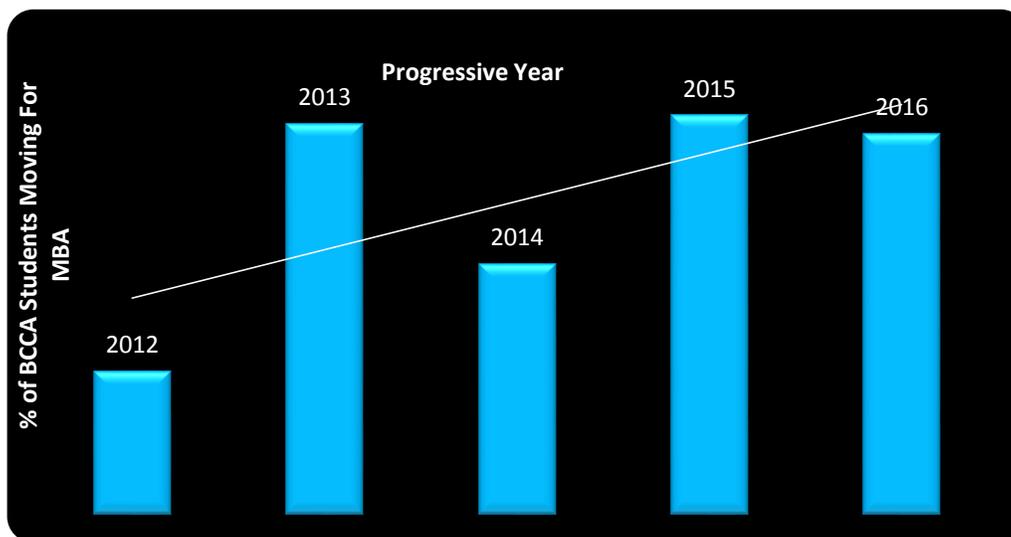


Figure 5.4: Trends observed in BCCA to MBA Progression

Comments: The trends observed in the students taking admission to MBA is





showing a gentle increase. The reason could be attributed to the fact that these students may not be interested in joining the BPO sectors post their BCCA but are more inclined toward joining varied other sectors post MBA.

Programme: Masters of Computer Management - MCM					
Year	Total no. of Students	No of Students Passing out from the Programme	PG to Ph.D %age (No. of Students)	Employed (% age)	
				Campus Selection	Other than Campus Recruitment
2012	64	37	N/A	Nil	59.45 (22)
2013	24	19	5.26 (1)	Nil	52.63 (10)
2014	52	44	N/A	13.63 (6)	75.00 (33)
2015	47	40	N/A	75.00 (30)	12.50 (5)
2016	46	29	7 (2)	10 (3)	NA

Table 5.14: Percentage of students progressing to Higher Education and Employment -MCM

Programme: Masters of Business Administration - MBA					
Year	Total no. of Students	No of Students Passing out from the Programme	PG to Ph.D %age (No. of Students)	Employed (% age)	
				Campus Selection	Other than Campus Recruitment
2012	240	196	NA	35.71 (70)	12
2013	240	210	NA	38.57 (81)	7





2014	240	188	NA	65.42 (123)	7
2015	240	207	NA	63.28 (131)	2
2016	238	190	NA	63.68 (121)	NA

Table 5.14: Percentage of students progressing to Higher Education and Employment -MBA

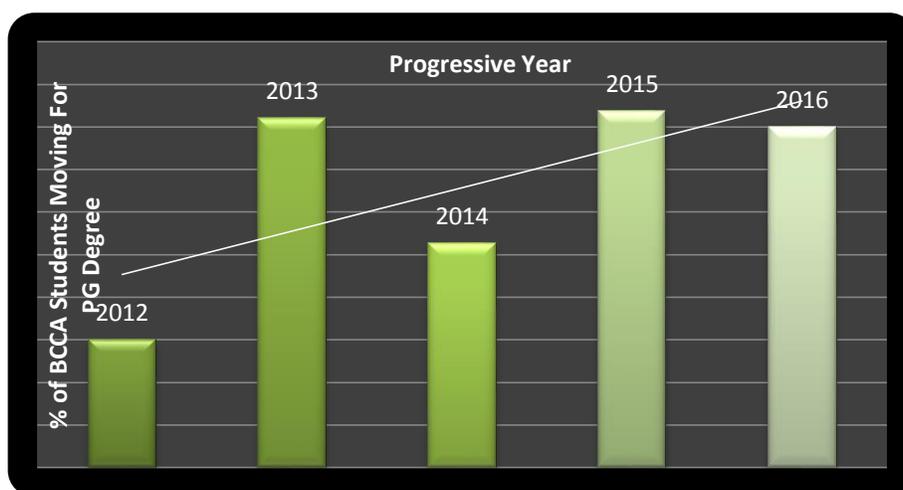


Figure 5.5: Trends observed in MBA to Ph.D. Progression & Employment

Comment: The campus placement trends for our MBA students show a consistent increase. The reason could be attributed towards the presence of a proactive placement team which is working round the year for inviting the companies for campus drive and developing skill of the students from the placement point of view.

Programme: PG Diploma in Computer Commercial Application - PGDCCA					
Year	Total no. of Students	No of Students Passing out from the Programme	Diploma to PG %age (No. of Students)	Employed (% age)	
				Campus Selection	Other than Campus Recruitment
2012	13	10	80.00 (8)	Nil	Nil
2013	58	34	91.17 (31)	Nil	Nil



2014	18	15	93.33 (14)	Nil	Nil
2015	Nil	Nil	Nil	Nil	Nil
2016	21	9	78 (7)	22 (2)	Nil

Table 5.15: Percentage of students progressing to Higher Education and Employment -PGDCCA

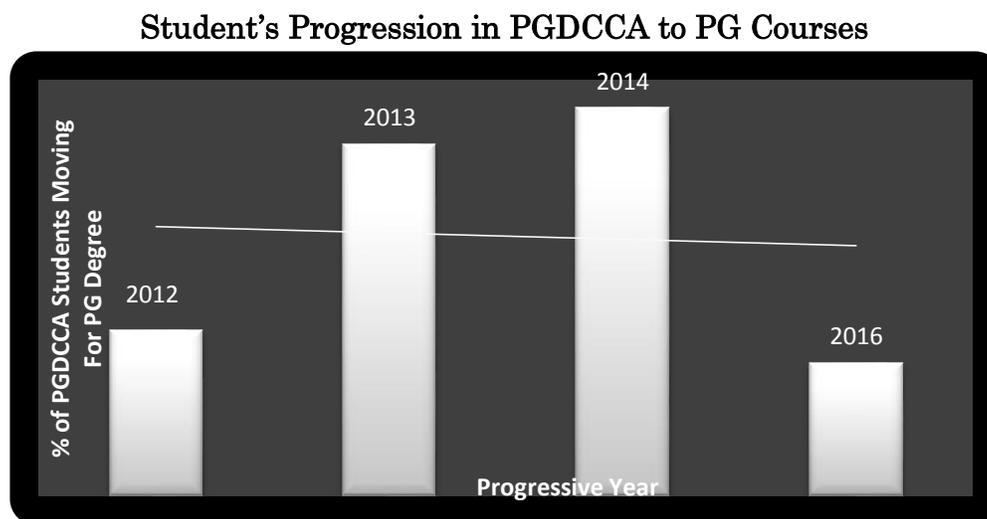


Figure 5.6: Trends observed in PGDCCA to PG Progression & Employment

Comment: The trend of student's progression in PGDCCA to PG shows a slight decline, almost a constant trend as most of the students are moving toward employment in IT/BPO sectors.

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

Programme: Masters of Business Administration - MBA						
Year	Sanctioned Intake	Students Admitted	Students Appeared	Students passed	% Pass out Institute	% Pass out University
2011 – 2012	240	197	197	185	93.91	83





2012 – 2013	240	231	230	210	91.30	72
2013 – 2014	240	215	210	188	89.52	89
2014 – 2015	240	232	223	207	92.82	91
2015-2016	240	238	215	190	88.37	84

Table 5.16: Passing Percentage & Comparison with University Results -MBA

Programme: Bachelor of Business Administration - BBA						
Year	Sanctioned Intake	Students Admitted	Students Appeared	Students passed	% Pass out Institute	% Pass out University
2011 – 2012	220	220	204	161	78.92	52.23
2012 – 2013	220	219	172	148	86.04	61.54
2013 – 2014	220	219	200	182	91	59.88
2014 – 2015	220	219	196	161	82.14	57.90
2015 – 2016	220	219	171	142	83.04	55

Table 5.16: Passing Percentage & Comparison with University Results -BBA

Programme: Bachelor of Commerce in Computer Application– B.Com (C.A.)						
Year	Sanctioned Intake	Students Admitted	Students Appeared	Students passed	% Pass out Institute	% Pass out University
2011 – 2012	220	176	132	88	66.66	23.65
2012 – 2013	220	185	138	105	76.08	31.88





2013 – 2014	220	150	129	110	85.27	50.40
2014 – 2015	220	141	93	51	54.83	22.36
2015 – 2016	220	134	96	64	66.67	31.80

Table 5.17: Passing Percentage & Comparison with University Results –BCCA

Programme: Master of Computer Management - MCM						
Year	Sanctioned Intake	Students Admitted	Students Appeared	Students passed	% Pass out Institute	% Pass out University
2011 – 2012	120	81	64	37	57.81	41.23
2012 – 2013	120	49	58	34	58.62	38.55
2013 – 2014	120	45	52	44	84.61	55.36
2014 – 2015	120	43	47	40	85.10	58.00
2015 – 2016	120	59	46	29	63.04	47.25

Table 5.18: Passing Percentage & Comparison with University Results -MCM

Programme: Post Graduate Diploma In Computer Commercial Applications - PGDCCA						
Year	Sanctioned Intake	Students Admitted	Students Appeared	Students passed	% Pass out Institute	% Pass out University
2011 – 2012	60	14	13	10	76.92	39
2012 – 2013	60	25	25	19	76	42.55
2013 – 2014	120	19	18	15	83.33	48.75
2014 – 2015	120	--	NIL	NIL	NIL	N/A
2015 – 2016	120	23	21	NIL	42.86	32.25

Table 5.19: Passing Percentage & Comparison with University Results -PGDCCA



5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

The natural progression of UG students from Management stream i.e. BBA will be PG programme in Management (MBA) and for UG students of IT stream i.e. BCCA will be PG programmes in Computer Management (MCM & PGDCCA). These programmes are offered by the institute to facilitate progression to higher education.

To facilitate the students towards higher level of education and employment, the Institute has established the centers for progression to higher level of education and employment:

- Career Counseling Center
- Centre for Higher Learning & Research
- Training & Placement Center
- Entrepreneurship Development Center

The students are offered guidance through the Career Counselling centers in order to chart a career advancement plan for every student. Based on an individual's interests and competency, the student takes the advantage of progression from any of the centers.

- A Student opting to undertake further study joins the Centre for Higher Learning & Research for pursuing further studies
- A student choosing to make career in Corporate or Public Sector Companies obtains the services of Training and Placement Center to secure job of his/her choice.
- A student who wishes to establish his/her own business is provided support and guidance from the Entrepreneurship Development Center.

5.2.4 Enumerate the special support provided to students who are at risk of failure and dropout?

Mentors are the primary drivers to mitigate the risk of failure and drop outs. The Mentor of every student regularly monitors and records the individual's development of his/her mentee. This ensures tracking of any issues that may cause the student to fail or to discontinue the studies at any point of time.

The vulnerable students are directed to the respective faculty members. The respective faculty members then initiate the required corrective actions in order to help the students overcome the problems faced by him. These corrective actions may include remedial classes/ tutorials/ personal counseling etc.





5.3 STUDENT PARTICIPATION AND ACTIVITIES

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

MONTH	ACTIVITY	LEVEL	DESCRIPTION
August	Installation Day Events	Intra College	The Induction programme of the institute culminates into the installation day, where sports and cultural events are organized especially for the 'New Batch'. The students compete with each other for the best Class, Leadership, Team Spirit, etc.
August	Aagman	Intra College	Aagman is an event which is hosted by the Senior Batch for the Fresh Batch of students. This occasion also provides an opportunity to introduce the Seniors with the juniors. Many Cultural and recreational activities are organized as a means to encourage the interaction between the Old and New batch of students.
September	Anubhuti	Inter College	An Inter-collegiate competition, where the student get to team-up and organize a mega event. A competition of repute, DAIMSR has been successfully hosting this event for over ten years. The events comprise of Academic Events such as Debates, Case Study Presentation, Ad Making, Business Quiz and Personality Contests, While the Cultural events such as Singing, Dancing, Fashion Shows etc.
September	Ayaan	Intra College	Students of the institute are encouraged to participate in sports and games in this annual event. The institute hosts a series of Indoor and outdoor games and competitions aimed at developing skills while providing a platform for recreation.
October	Advay	Intra College	The students' undertake a long distance walk of around 20 kms. Generally arranged just before Dashera, Advay, gives an opportunity to the students to explore their physical and mental strength. The students tend to develop strength and endurance





			while participating in this event.
November	Abhiyaan	Intra College	As an initiative under CSR, DAIMSR along with its Alumni Association organizes a fund raiser to support a social cause of up-liftment of under PRIVILEGED section of the society. Abhiyaan has hosted events like Hasya Kavi Sammelan, Ghazal Nite, Musical Nite and Rock Band.
December	Alumni Reunion	Intra College	The institute encourages its students to organize Alumni Reunion of the previous batch of students. During the Alumni meet past students interact with the new batch and faculty members. Cultural Events and Networking with the Seniors marks this Occasion.
January	Aagam	Intra College	An opportunity for students to test their physical strength. The PRAHAAR Camp is run by ex-army officials and is aimed at developing leaders having courage, determination, team spirit and a sense of responsibility towards the society.
February	Acumen	Inter College	Acumen is a national level contest of Paper Presentation. It's a platform for Industry Practitioners, Academicians and students, to present their research work on contemporary subjects.
February	Aegis	Inter College	Aegis is a Business idea / plan Competition to encourage, nurture and develop new ventures based either on original ideas and technology or those developed by others. The inter collegiate event offers particular interest to Small Grass Root Innovations, which have the capacity to reach out to masses and make big difference to a large population.





March	Women's Day Event	Intra College	This event is especially organized to celebrate International women's day. The events aims to bring awareness amongst the women students and staff on Women empowerment and women rights. The daylong event comprises of Informative sessions, Recreational Activities as well as Training in Self-defence, Entrepreneurship etc.
March	Analysis	Intra College	Analysis is an event to discuss and deliberate on Union Budget. The student groups present an analysis on various aspects of the Union Budget. A panel discussion or Expert Lecture is followed thereafter to create better understanding of the Money Bill.
April	Aahvan	Inter College	The event with 23 years of luminous history, an annual workshop aimed at addressing contemporary issues relating to management. The students participate in the event and acquire knowledge on diverse areas and subjects which addresses a unique theme every year.
April	Annual Awards	Intra College	The students are awarded for their Academic and Co-curricular achievements. The awards are hosted by the student's council which awards the students in various categories, while a portion of awards are given for recognizing the talents by the members of the faculty.
May	Alvida	Intra College	The event is hosted by the juniors to bid farewell to the passing out batch. This event provides an opportunity to showcase the talents and a host of cultural activities are performed on this occasion.

Table 5.20: Programme Calendar for Extracurricular Activities – PG Programme



MONTH	ACTIVITY	LEVEL	DESCRIPTION
July	Aarambh	Intra College	This event welcomes the newly inducted through series of events combining education with entertainment, encouraging and orienting the young minds towards management virtues, making learning enjoyable and practical.
July	Essay	Intra College	This event calls for enhancing creative language skills, stimulating ideas and creating social awareness through essays on social and currents events.
October	Kartavya	Intra College	Drama is the most effective way to emote thousand words in a limited time frame, more so when the theme is social causes, this not only sensitizes the students, but also hones their ability in propagating the message in a planned, creative and effective manner.
September	Extempore	Intra College	This is an event wherein a student shares his/ her views on a topic, given on spot, thereby helping the student to curb stage fear, increasing his presence of mind, non verbal language and ways to work under pressure.
September	Poster Competition	Intra College	The event is a group activity displaying social themes, which energizes the students to work in a team and through co-ordination and creativity display their art.
December	Aasman	Intra College	The Annual Cultural Event comprising of Academic and Cultural activities, which brings textbook learnt managerial skills into use.





December	Aaveg	Intra College	The Annual Sports Event, which marks every student to work in coordination with his team, making them realize the importance of leadership and managerial skills to manage their teams, and improve and making quick, and plan with calculated risks.
February	Sahas Camp	Intra College	This is an outbound activity to inculcate management virtues like team work, assertiveness, enable better decision making and leadership skills, through outbound adventure activities.

Table 5.20: Programme Calendar for Extracurricular Activities – UG Programme

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

PROGRAMME: Masters of Business Administration				
S.N.	Activity	Level	Name of Student	Achievements
Academic Session 2015-2016				
1	Chess	District	Akash Borkar	4th position
2	Chess	District	Sanjay Bhoyar	
3	Chess	District	Abhishek Ganvir	
4	Chess	District	Prashant Kasote	
5	Badminton	District	Akash Joshi	
6	Badminton	District	Akshay Naseri	
7	Badminton	District	Ravi Mishra	
8	Badminton	District	Nikhil Gujjanwar	
9	Badminton	District	Ridham Agrawal	
10	Badminton	District	Shipra Kalgutkar	
11	Badminton	District	Shivani Sharma	
12	Volleyball	District	Akash Joshi	
13	Volleyball	District	Vedant Thaore	3rd position
14	Volleyball	District	Akshay Naseri	
15	Volleyball	District	Ravi Mishra	
16	Volleyball	District	Anurag Umredkar	





17	Volleyball	District	Pawan Ghate	
18	Volleyball	District	Vikrant Wasnik	
19	Shooting	District	Prerna Yadav	Selected to represent the University at Inter-University Championships held at VARANASI
Academic Session 2014-2015				
1	Global Entrepreneurship Summit at Bangalore	National	Mr. Ankit Abad	Mr. Ankit Abad was appointed as the campus Ambassador by IIT Bombay and IIT Kharagpur.
2	TIECON conference hosted by TIE	National	Mr. Ankit Abad	
3	Global Entrepreneurship Summit at IIT, Powai	National	Mr. Ankit Abad	
4	Fashion Carnival 2015 held in Central India Institute of Mass Communication & Fashion Technology.	State	Snehal Moon	Best Male Designer 2015
5	Fashion show in CRESENDO conducted by Tripude Institute of Management Education, Nagpur.	University	Group of Students	2 nd Prize
6	Best Speaker Contest organized by Oxford Speakers Academy	University	Ms. Pooja Dengre	Orator of the Month
7	Ad making competition organized by RCOEM, Nagpur.	University	Shweta Dhoke	1 st Prize





8	Company Analysis Competition organized by G.S college, Nagpur.	University	Ms. Vishakha Suchak and Ms. Shweta Dhoke	3rd Prize
9	Quiz competition SPANDAN conducted by DBM, Nagpur.	University	Mr. Ankit Somkuwar and Mr. Piyush Raut	3rd Prize
Academic Session 2013-2014				
10	Paper Presentation Contest organized by G. H. Raison College, Nagpur	University	Ms Apurva Borkar	2 nd Prize
11	Intercollegiate Badminton Championship organized by RTMNU, Nagpur.	University	Ms Prajakta Hiwale	1 st Prize
Academic Session 2012-2013				
12	Business Quiz organized by KITS, Ramtek	University	Swapnil Agarwal and Harpreet Mann	1st Prize
13	Business Plan Competition organized by KITS, Ramtek	University	Swapnil Agarwal, Harpreet Mann and Bhavana Paliwal	2 nd Prize
14	Quiz competition <i>SPANDAN-2012</i> A state level inter-collegiate competition organized by DBM, Nagpur	State Level	Umashankar Gupta and Jitendra Purohit	1st Prize
15	Solo singing Competition <i>SPANDAN-2012</i> A state level inter-collegiate competition organized by DBM, Nagpur	State Level	Rasika Bhale	1st Prize





16	Duet singing Competition SPANDAN-2012- A state level inter-collegiate competition organized by DBM, Nagpur	State Level	Richa Thite & Rasika Bhale	1st Prize
17	Sectorial Analysis - Banking Sector organized by VIA	State Level	Shweta Pandit, Umashankar Gupta, Vandana Sharma, Swapnil Agarwal and Sonali Karki	3rd Prize
18	Business Plan Competition CONFLUENCE-2012- INTERNATIONAL BUSINESS SUMMIT OF IIM- Ahmedabad	National Level	Umashankar Gupta, Prachi Tiwari, Snehal Tagde, Payal Tagde and Saurabh Kapate	Certificate of participation
19	Sector presentation (banking sector) organized by Vidarbha Industries Association, Nagpur	State Level	Umashankar Gupta, Vandana Sharma, Sonali Karki and Swapnil Agarwal	3rd Prize
20	Business Plan Competition ZENITH-2012 organized by Kamla Nehru Mahavidyalaya, Nagpur	University	Payal Tagde, Snehal Tagde, and Prachi Tiwari	2nd Prize
21	VISHLESHAN - An intercollegiate post budget analysis Competition organized by CIBMRD, Nagpur	University	Umashankar Gupta, Neha Malhotra and Vandana Sharma	3rd Prize





22	Case Study Analysis Competition EUIDITION-2012 organised by Tripude Institute of Management Education, Nagpur	University	Umashankar Gupta and Sagar Yeole	Special Jury Award
23	Quiz Competition Zeosh-2012- A national level cultural fest for youth organized by G.H Raisonni College, Nagpur	National	Umashankar Gupta and Sagar Yeole	1st Prize
24	Quiz Competition SRISTI organized by G.H Raisonni College, Nagpur	National	Umashankar Gupta and Neha Malhotra	1st Prize
25	Case Study Competition SRISTI organized by G.H Raisonni College, Nagpur	National	Umashankar Gupta, Sonali Karki and Swapnil Agarwal	2nd Prize
26	Paper Presentation Competition SRISTI organized by G.H Raisonni College, Nagpur	National	Swapnil Agarwal and Huma Yasmeen	2nd Prize
Academic Session 2011-2012				
27	SIP Presentation Competition organized by Dept of Business Administration and Research, SSGMC, Shegoan	National	Nidhi Shambharkar	3rd Prize





28	Share market event organized by Orange City college of Management, Nagpur	University	Umashankar Gupta	1st Prize
29	Search and Rectify event organized by Orange City college of Management, Nagpur	University	Umashankar Gupta and Neha Malhotra	1st Prize
30	Quiz Competition SPANDAN-11 organised by Department of Business management, RTMNU, Nagpur	State	Sagar Yeole and Umashankar Gupta	1st Prize
31	Duet Singing SPANDAN-11 organised by Department of Business management, RTMNU, Nagpur	State	Mayuri Gupta	1st Prize
32	Fashion Show SPANDAN-11 organised by Department of Business management, RTMNU, Nagpur	State	Jaiprakash Verma and team	1st Prize
33	Quiz competition in ASTRAL organized by CIBMRD, Nagpur	State	Sagar Yeole and Umashankar Gupta	2nd Prize
34	Singing competition in ASTRAL organized by CIBMRD, Nagpur	State	Rasika Bhale	2nd Prize





35	Quiz competition in GYAN SAROVAR organized by Ramdeobaba college, Nagpur	State	Sagar Yeole	1st Prize
36	Management games competition in GYAN SAROVAR organized by Ramdeobaba college, Nagpur	State	Rasika Bhale and Richa Thite	2nd Prize
37	Quiz competition in GYAN SAROVAR organized by Ramdeobaba college, Nagpur	State	Richa Thite	2nd Prize
38	Cricket Tournament organized by Department of Business Management, Nagpur	University	Jaiprakash Verma and Ishant A Waghmare	Most Wicket Taking Bowler

Table 5.21: Achievements in Co / Extra- Curricular & Cultural Activities-MBA

PROGRAMME: All Undergraduate (BBA & BCCA)				
S.N.	Activity	Level	Name of Student	Achievements
Academic Session 2014-2015				
1.	Archery	University	Sanjeet B. Narnaware	Representation
2.	Basket Ball	University	Mithili N. Pantawane	Representation
3.	Basket Ball	University	Prerna B. Patil	Representation
4.	Basket Ball	University	Prachi Ramteke	Representation
5.	Basket Ball	University	Paral K. Chouriya	Representation





6.	Cricket	University	Saurabh M. Banerjee	Representation
7.	Cricket	University	Surjeet B. Yadav	Representation
8.	Cricket	University	Akshay R. Dadwe	Representation
9.	Cricket	University	Ashishkumar R. Salve	Representation
10.	Cricket	University	Ashrutkumar A. Singh	Representation
11.	Cricket	University	Bhushan D. Damre	Representation
12.	Basketball	University	Tapendri P. Bhosale	Representation
13.	Cricket	University	Atul K. Pohankar	Representation
14.	Cricket	University	Sonu G. Kashyap	Representation
15.	Cricket	University	Ayush A. Chandak	Representation
16.	Cricket	University	Mousam K. Sagare	Representation
17.	Pistol Shooting	University	Prerna F. Yadav	Representation
18.	Pistol Shooting	University	Divya L. Rao	Representation
19.	Hockey	University	Rahul Deshmukh	Representation
Academic Session 2012-2013				
20.	Cricket	University	Amit Balki	Representation
21.	Cricket	University	Anuj Papat	Representation
22.	Cricket	University	Pavan Sanjay Deshpande	Representation
23.	Cricket	University	Rohit Jasiwal	Representation
24.	Cricket	University	Sankalp Vikas Sakhre	Representation
25.	Badminton	University	Shweta Bhaktani	Representation
26.	Cricket	University	Swapnil Punwatkar	Representation
27.	Cricket	University	Tushar Ramesh Savita	Representation





28.	Cricket	University	Anuj Vaidya	Representation
Academic Session 2011- 2012				
29.	Cricket	University	Abhishek Vinod Raut	Representation
30.	Cricket	University	Ajinkya Dhale	Representation
31.	Cricket	University	Akshay Umaji Gajbhiye	Representation
32.	Cricket	University	Gaurav Pandit	Representation
33.	Cricket	University	Nikhil Rajesh Jaiswal	Representation
34.	Cricket	University	Rajat Wankar	Representation
35.	Cricket	University	Ravi Mishra	Representation
36.	Cricket	University	Amit Balki	Representation
37.	Cricket	University	Anuj Popat	Representation
38.	Cricket	University	Pavan Sanjay Deshpande	Representation
39.	Cricket	University	Rohit Jaiswal	Representation
40.	Cricket	University	Sankalp Vikas Sakhre	Representation
41.	Cricket	University	Shweta Bhaktani	Representation
42.	Cricket	University	Swapnil Punwatkar	Representation
43.	Cricket	University	Tushar Romesh Savita	Representation
44.	Cricket	University	Naveen Saini	Representation
Academic Session 2010- 2011				
45.	Cricket	University	Naveen Kumar Saini	Representation
46.	Cricket	University	Rituja Deepak Buty	Representation
47.	Cricket	University	Sekh Sayeb	Representation
48.	Cricket	University	Shashank Bharat Kamble	Representation





49.	Cricket	University	Sonali Satishrao Dalal	Representation
50.	Cricket	University	Naveen Kumar Saini	Representation

Table 5.22: Achievements in Co / Extra- Curricular & Cultural Activities-UG

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

Feedback from Graduating students: The Institute has a mechanism to collect feedback and suggestions for improvement of the institutional provisions from the pass-out batch of students. A structured format is used for the purpose. This structured format is used to collect data and feedback from the graduating students of the institute. The Director of the institute is personally involved in the process of collecting such information. The inputs and suggestions received from this process are incorporated for improving the performance and quality of the institutional provisions including curricular and co-curricular activities, institutional processes as well as the infrastructural facilities for the forthcoming sessions.

Feedback from Employers: A formal feedback is also taken from the current & potential employers visiting the institute for the campus placements and other such occasions. A structured format is used by the institute to get inputs on various aspects including skills of the students, infrastructure facilities, etc. Apart from the formal feedback, the Director as well as senior members of the faculty collect informal inputs from the employers. The feedback provides valuable insights into the areas where improvement is needed for quality enhancement of institutional provisions. The institute has been able to effectively utilize this vital information and has successfully implemented many quality improvements programme. Some of the notable quality changes as a result of these feedback from the employers are stated below:

- Spoken English
- Aptitude training
- Resume writing
- Group Discussion
- Case Based Group Discussion
- Mock Personal Interviews
- Self & Career Management coaching.
- Task Based Language Training





- Certification Courses in various domains
- Grooming Activities
- MS Office training
- Sectoral presentations (CRISIL based sectoral analysis)
- Live projects
- Intercept – Business News analysis
- Case analysis
- Business Plan
- Seminar presentations
- Business Quiz
- Management games

Other Institutional Provisions:

- Canteen facility – Subsidised food
- Improvement in vehicle parking facilities.
- Provision of Smart classrooms.
- Extended hours for library & computing facility.
- Establishment of Entrepreneurship and Incubation cell.
- Provision for sports and recreational facilities.
- Annual Awards for outstanding performances in various areas.
- Installation of Suggestion boxes.
- Extension of seating facilities on terrace.
- Sponsorship for participation in various seminars and conferences.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/materials brought out by the students during the previous four academic sessions.

The Students are encouraged to be involved, actively, in publication and related activities. The students are made members of the publication cell of the institute in order to engage them in publishing activities. The Faculty Incharge of publication coordinates the students' publication activities. The list of publication material brought out by the students in the previous four academic sessions is given below:

1. A Quarterly Magazine named 'Aavend' is published by the students of the institute which carries articles, news and features contributed by the students' of





various programmes.

2. A Campus Bulletin covering the current developments in the institute is published by the students which captures important news and happenings within and outside the institution. This campus bulletin is exclusively managed by the students community and is put up at various locations in the institute campus.

3. A Wall Magazine named as 'Arena' is published by the students of the institute. This wall magazine carries knowledge and latest development in various domains of management. The wall magazine includes the latest research and revelations which appear in other publications which could add to the knowledge of students' community at large.

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

Yes. The Institute has a Students Council comprising of the Class representatives of each section of different programmes. The class representatives are elected by the students of each section. The Director nominates the office bearers of the Students Council from amongst these elected class representatives. The details of the constitution of Students Council is given as below:

- President
- Secretary
- Treasurer
- Programme Coordinators - 05 nos.
- Executive Members

Activities where the Students Council actively participate:

1. Feedback – Maintenance, Infrastructure, Syllabus, Certification etc.
2. Directors Forum – Continuous Feedback
3. Teachers Day Celebrations
4. Traditional Day
5. Sign out Day
6. Fresher's Party
7. Organizing Farewell functions
8. Annual Awards
9. Host to Visitors to the institute
10. Co-ordination with Alumni Association.
11. Organizing Ayaan- Sports Meet.





Academic Session 2011-2012		
	Activity	Students Committee Members
1	Feedback	Umashankar Gupta & Neha Malhotra
2	Directors Forum	Sagar Yeole & Vandana Sharma
3	Teacher's Day	Swapnil Agarwal & Huma Yasmeen
4	Traditional Day	N. Shambharkar & Harshali Dharamkar
5	Sign out Day	Shweta Margade & Sneha Kadu
6	. Fresher's Party	Jayprakash Gupta & Ashwini Agrawal
7	Farewell functions	Mayuri Gupta & Prachi Tiwari
8	Visitors to the institute	Payal Tagde & Snehal Tagde
9	Alumni Association.	Swapnil Agrawal & Vandana Sharma
10	Ayaan- Sports Meet.	Saurabh Kapate & Sonali Karki
Academic Session 2012-2013		
	Activity	Students Committee Members
1	Feedback	Saurabh Kapate & Sonali Karki
2	Directors Forum	Kiran Harode & Anand Gulhane
3	Teacher's Day	Ishita Joshi & Vidya Rathod
4	Traditional Day	
5	Sign out Day	Jayprakash Gupta & Ashwini Agrawal
6	Fresher's Party	Richa Thite & Rasika Bhale
7	Farewell functions	Prachi Tiwari & Gulnar Bhagat
8	Visitors to the institute	Payal Tagde & Snehal Tagde
9	Alumni Association.	Ishant Waghmare & Kapoor Thakur
10	Ayaan- Sports Meet.	Saurabh Kapate & Sonali Karki
Academic Session 2013-2014		
	Activity	Students Committee Members
1	Feedback	Yamini Ghaghorkar & Snehal Moon
2	Directors Forum	Snehal Moon & Gauri Mohagaonkar
3	Teacher's Day	Ankita Jaiswal & Ankita Agrawal
4	Traditional Day	Sonam Chouksey & Rumani Zore
5	Sign out Day	Anjum Sheikh & Kamalakar Kelekar
6	Fresher's Party	Kritika Naidu & Neha Verulkar
7	Farewell functions	Ankita Raich & Aditi Saha
8	Annual Awards	Ishaant Lihitkar & Pitush Sharma
9	Visitors to the institute	Roshni Rawat & Shweta Kose
10	Alumni Association.	Nisha Mankar & Apoorva Borkar
11	Ayaan- Sports Meet.	Mangesh Wasnik & Apekha Gandharva
Academic Session 2014-2015		





	Activity	Students Committee Members
1	Feedback	Abhilasha Jaiswal & Ajinkya Prabhune
2	Directors Forum	Amit Sharma & Anjela Mundoo
3	Teacher's Day	Akshay Raj & Ankit Pandey
4	Traditional Day	Akshay Awale & aniket Phule
5	Sign out Day	Bharat Mishra & Deepali Waru
6	Fresher's Party	Jayprakash Gupta & Ashwini Agrawal
7	Farewell functions	Mayuri Gupta & Prachi Tiwari
8	Annual Awards	Vishwasakha Karemore & Ankit Abad
9	Visitors to the institute	Bhagyashri Itankar & Gauri Dawoo
10	Alumni Association.	Dolphy Bhosle & Manisha Phale
11	Ayaan- Sports Meet.	Manisha Uikey & Prajakta Joshi
Academic Session 2015-2016		
	Activity	Students Committee Members
1	Feedback	Roshani Totwany & Monali Parmar
2	Directors Forum	Akanksha Chatterji & Prashant Kasote
3	Teacher's Day	Ridam Agrawal & Varun Dubey
4	Traditional Day	Deepak Chandanbawane & Anita Roy
5	Sign out Day	Adrita Sharma & Rini Agrawal
6	Fresher's Party	Rahul Sugandhi & Rohit Sugandhi
7	Farewell functions	Anuradha Wankhede & Pooja Gauri
8	Annual Awards	Priyanka Toshniwal & Dhara Shah
9	Visitors to the institute	Akshata Devi & Manju Pawani
10	Alumni Association.	Vedant Thaware & Kranti Aglawe
11	Ayaan- Sports Meet.	Sagar Mehata & Akash Borkar

Table 5.22: List of Students Council members in various activities

Funding of the Students Council:

The Student Council activities are fully funded by the institution, although on several occasions the students also make contributions as per the needs.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

The institute provides representation to the students on several academic and administrative bodies as listed below:

1. Library.





2. Discipline.
3. Academic.
4. Events.
5. Placements.
6. Cafeteria.
7. Entrepreneurship Centre.
8. Women's Empowerment Cell.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

The Institute uses both modern and traditional methods of networking with the Alumni and the former faculty of the institution. A Facebook (Social Networking Site) account has been created where the Alumni members are added and they remain in touch with the Institute and keep getting updates of the developments within the institution.

The Placement Cell members are also in touch through emails with the Alumni Association members. The student's community also connects with the Alumni through Internships and Live projects. Whenever there is an opportunity to meet the Past students, the institute invites them for a Guest Lecture and hence get an opportunity to improve relation with the Alumni. Some members of the Alumni who are available in the city help in Career guidance and in conducting Mock interviews for placement activity. The institute creates a connect with the alumni and the former faculty members by sending them invites to various event hosted by the institution as well as requesting their presence as Resource Persons to such events. The Institute also uses opportunity to network with the Alumni by their involvement in Certification Programmes for preparing and validating the course content of the Certification programme.

Any other relevant information regarding Student Support and Progression which the college would like to include.

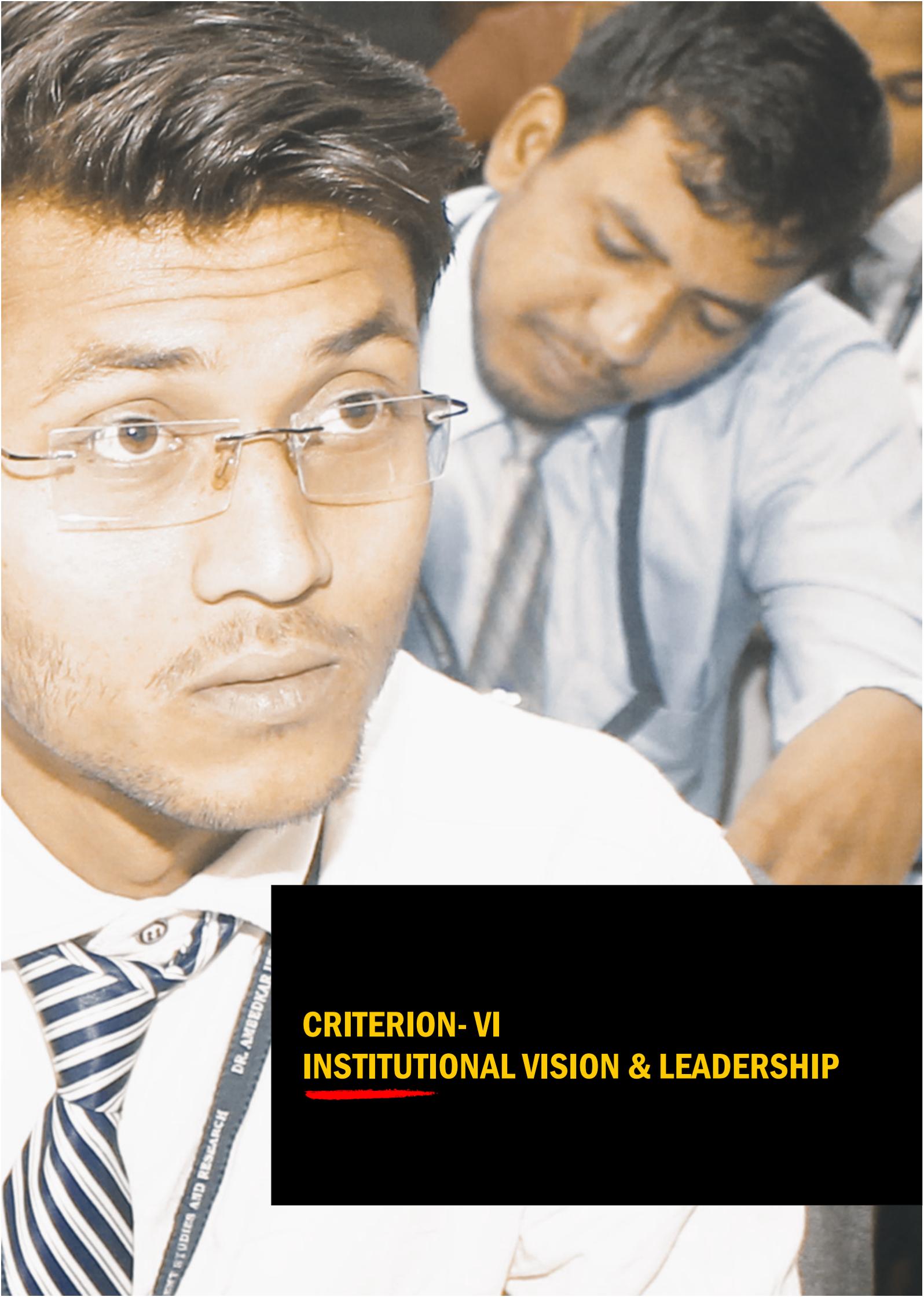
The Institute views its Mentoring Mechanism as a single most crucial pillar of Students Support and Progression. The activities and the initiatives under the Mentoring System creates a very unique support for the students. Providing a Faculty mentor to the student from the moment S/he enters into the institute not only helps a student in getting the Academic support but s/he connects with the institute in a holistic manner. For instance the 'Mentoring Hour' a special slot created for the purpose of facilitating interaction between the Mentor and Mentee is a unique opportunity which creates a bond between the faculty and the student.





This open environment helps the student in receiving a Psychological support. The student is counselled and guided on various aspects of his Personal traits. The faculty is able to better understand the student and help identify the issues faced by every student whom s/he mentors. The identification of an individual's strength and weaknesses lets the faculty member carve out the right course of action for every individual student's progression. Most crucial aspect of the mentoring support is the students trust on his/her mentor, who is looked upon as a vital support and 'Go-to' person for most of his/her needs and support. This way the feeling of 'neglect' is removed from a student's mind and s/he finds a Parent-like support in his/her mentor.





CRITERION- VI
INSTITUTIONAL VISION & LEADERSHIP



CRITERION VI

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 INSTITUTIONAL VISION AND LEADERSHIP

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

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.

The institute being socially responsible, take utmost care in grooming the students from disadvantaged background as per the objective of Samiti (Managing Body). It also provides equal opportunity to each stakeholder for partnering, participation and progress. Vision clearly states that DAIMSR aspires to be a centre of excellence for value-based management education and research through commitment and continuous learning.

MISSION

1. To prepare students to become creative, risk takers and ethical leaders throughout their professional career.
2. To develop skills that prepares future managers to succeed in an ever-changing business environment.
3. To provide an atmosphere for students to solve complex organizational issues and not get mired in the traditional paradigm of management.

The mission statement of the institution reflects its distinctive characteristics by encompassing three pillars of education, viz., Knowledge, Skills and Attitude. The





first component focusses on imparting contemporary knowledge through various curricular and co-curricular activities. The institute ensures that all the faculty members keeps themselves aware about the current happenings and their learnings are incorporated in their teaching pedagogy. The institutes is having the faculty members with rich academic as well as industrial experience. The institute encourages the faculty members to attend and participate in various workshops, seminars and faculty development programmes. This helps the institute to design the teaching pedagogy that best suits to ever changing needs of the industry. The institute ensure that the students are given ample exposure to the industry through guest lectures, internships and live projects / field visits. Thus, the institute ensures the value addition to the students through the knowledge to prepare them to become creative, risk taker and ethical leaders throughout their professional carrier.

The second component ensures that all the required employability skills are developed by the students to succeed in ever changing business environment. Apart from the prescribed syllabus of the affiliating university, the institute has designed various activities and certification courses to enhance the employability skills. These activities include Students' Seminars, Group Discussions, ICT training, aptitude development, Language Lab, etc. The certification courses for various functional areas of management are also designed for the purpose. Thus, the students are equipped with all the necessary skills to exploit the knowledge.

The third component attempts to develop the right attitude amongst the students to solve the complex organizational issues. The institute has developed a well-designed mentoring system whereby each student gets personal attention from his/her mentor. The mentoring system helps to identify the attitudinal issues amongst the students and corrective actions are taken over a period of time. The institute conducts management games and events wherein the students actively participates and conducts the various tasks which are assigned. This helps the students to develop the right attitude for complex problem solving.

QUALITY POLICY

We, the members of DAIMSR family are committed to develop the institution into a model in business education for learning, practicing, and building knowledge, raising the quality of education to global standards, catering to the expectations of stakeholders, while addressing the dynamics of corporate environment.

The quality policy focuses on making every individual a Learner for life with values, commitment and excellence. It also says that meeting stakeholders' expectations is





the first step while raising the quality of education to global standards is the ultimate goal.

The VMOs also states that DAIMSR will stand high on 4 pillars – Teaching Learning, Research, Extension and Knowledge creation.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

Top management, Principal, members of faculty and all other stakeholders are involved through various systems, bodies and processes in designing and implementing Quality Policy. The quality policy is discussed every academic year and a yearly plan is made to achieve the desired goals. The process is necessarily a Bottom Up but is driven by the Top Management. Students Meeting, The CR Meeting, Faculty meeting, Administrative Officer Meeting, Alumni Meeting, Dean & Director Meeting, Local Management Committee Meeting and Samiti (Trust) meeting are the levels where the Aims, objectives and Plans are conceived and the same gets fine-tuned before finally accepted as Yearly Plan. The same then passes through the reverse chain so as to fix tasks, roles, responsibilities and accountability at each level. For monitoring purposes the tasks are further divided semester-wise for semester courses and Before-After Diwali for other courses. This system ensures involvement and engagement as everyone is aware about the purpose and need of the activity being accomplished. In case of contingencies or similar situation arising out of some unplanned event, the Director, Deans, CoE, AO, and other senior members of faculty take an emergent decision and the same is communicated to other stakeholders.

6.1.3 What is the involvement of the leadership in ensuring:

- **the policy statements and action plans for fulfillment of the stated mission**
- **formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**
- **Interaction with stakeholders**
- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**
- **Reinforcing the culture of excellence**
- **Champion organizational change**





As stated in above point 6.1.2, all the stakeholders are involved in a democratic manner and a Bottom up approach is followed. Barring Student Meeting, Director is part of all the other meeting and thus takes personal initiative to deliberate on attainment of VMOs.

Samiti and the Director depict top management. The leadership of the institute is provided by the Director under the guidance of Samiti and other statutory bodies like AICTE, Directorate of Technical education and RTMNU. The strategies defined by the Local Management Committee, the Director and the Academic Council give direction to the institute to achieve excellence in its endeavors. By emphasizing excellence in teaching methods, research, development of personality and civic sense, development of students and making them more employable, the institute will be able to meet its commitment and realize its objectives mentioned in the quality policy. Top management, the Director and faculty play an active role in ensuring the implementation of its quality policy and plans as given in succeeding paragraphs.

Role of Top management: Top management and the institute work together to formulate quality policy based on the inputs of feedback, benchmarking and evaluating the results and quality of the students passing out from the Institute. Top management attempts to achieve quality objectives as mentioned below:

- i) Provision for Resources.** Top management lays down the overall objectives and grants permission for financial resources for various activities conducted by the Institute.
- ii) Provision for quality infrastructure.** The top management provides excellent infrastructure like computer labs, well developed library, audio visual teaching aids, digitally enabled classrooms, auditoriums, resting rooms, cafeteria, and sports fields etc.
- iii) Review progress of the Institute.** Top management reviews the reports given by the Institute and in the meeting of Local Management Committee (LMC) and gives fresh directions if required.

Role of the Director

- i) The director provides leadership to the institute. He is the chairman of Academic Council and member secretary of LMC.**





- ii) The Director assesses the requirement and expectations of all stakeholders by interaction and feedback and evaluates the quality policy in the background of the same.
- iii) The Director does the benchmarking with other institutions and sets quality standards for the Institute.
- iv) He makes the result analysis and evaluates the quality policy in the light of results achieved.
- v) He examines the parameters of placements taking place and then evaluates policy.
- vi) He assesses the quality of students based on their performance in inter-college/interversity competitions.
- vii) He validates the quality policy based on all these factors when required.

Role of Faculty Members:

The Members of the faculty work to implement quality policy by the following ways:

- i) Understanding the quality policy and intimating the quality objectives to students.
- ii) Giving inputs for designing and revising quality policy at various forums e.g. fortnightly subject meetings, faculty meetings or such other forums.
- iii) Completing the course as per the course plan in a stipulated time as per the university norms by using best of the methods.
- iv) Help in improving the curriculum and planning the delivery of content.
- v) Communicate with students for their personality development and academic pursuits.
- vi) Participating actively in research activities.
- vii) Working as a mentor and counselor for the students in their curricular and extra-curricular development.
- viii) Being a role model for students.





Involvement in...	Top Management	Director	Deans, CoE, AO, CRs, Research Head and TPO	Faculty	Students & Alumni
Validating Mission oriented action plan	Direct	Direct	Direct	Direct	Direct
Monitoring attainment of mission	Direct	Direct	Direct	Indirect	Indirect
Formulation of action plans	Indirect	Direct	Direct	Indirect	Indirect
Fine tuning of Institute Strategic plan	Indirect	Direct	Direct	Indirect	Indirect
Interaction with stakeholders	Indirect	Direct	Direct	Direct	Indirect
Need Analysis	Indirect	Direct	Direct	Direct	Indirect
Research Inputs and stakeholder consultation	Direct	Direct	Direct	Direct	Indirect
Reinforcing Culture of excellence	Direct	Direct	Direct	Direct	Indirect
Champion Organizational change	Indirect	Direct	Indirect	Indirect	Indirect

Table 6.1: Matrix illustrating involvement of various stakeholders

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The effective implementation is the responsibility of Deans, CoE, AO, CRs, Research Head, TPO and Faculty. The Director being a part of all the monitoring committees of the institute, monitors and evaluates the policies and plans of the





institution for effective implementation and improvement from time to time using the following ways:

- **Meeting with CR**

The Director of the Institute holds periodical meetings with the class representative to get formal and informal feedback on the implementation of various academic and co-curricular activities conducted by the institute.

- **Meeting with Faculty Members**

The Director holds regular meetings with the faculty members to plan, implement and evaluate the various curricular and co-curricular activities.

- **Meeting with COE & Deans**

The Director shares the inputs received from the faculty members and the students with the Deans and COE and finalizes the academic activities in consultation with the Deans and COE.

- **Meeting with TPO**

The Director meets Training and Placement Officer regularly to monitor and evaluate the various issues and policies related to campus recruitment and make necessary changes in the plans and policies which best suits to the general interest of the students and institute.

- **Student Feedback**

Apart from the periodical informal feedback, the Director formally takes the student feedback for each course at the end of the Semester. This is then discussed with the concerned faculty member and corrective actions if any are suggested.

- **Suggestion Box**

The institute has installed suggestion boxes on each floor. Any student who wants to give any suggestion for improvement are requested to put their suggestions in the box.

- **Meeting with AO and Non-teaching Staff**

The Director periodically holds the meeting with Administrative Officer (AO) and other non-teaching staff to address the issues pertaining to routine administration of the institute.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The academic leadership is provided to the faculty by the top management in the following ways:

- The management gives top priority to maintain and continuously improve the quality of academic inputs provided to the students.
- To provide the academic leadership amongst the faculty members the top management encourages the members of faculty to become the part of various national bodies by taking the memberships of such prominent bodies.
- The management encourages the faculty members to update knowledge by attending various workshops, training programs, seminars, conferences, etc.





- The management provides the various infrastructural facilities required by the faculty member for teaching, learning and research.
- The management encourages the faculty members to go as a resource person in various training workshops, conferences, seminars, etc.
- The management encourages the faculty members to interact with the industry by taking up consultancy projects for them on income sharing basis.

6.1.6 How does the college groom leadership at various levels?

The institute grooms leadership at various levels in the following ways:

- The institute assigns various roles and responsibilities to various faculty members and are given the complete autonomy to execute the same. The concerned faculty member takes the decision in consultation with the senior members of faculty and timely suggestions given by them as well as the Director of the institute.
- The junior members of faculty are assigned roles of members in various committees of the institute such as library, examination, journal and other publications, annual research conferences, etc., on rotation basis. These members conduct the various activities under the supervision of senior member of faculty who is in charge of the committee.
- Every event or extra-curricular activity conducted by the institute has a faculty member as its in-charge. This helps each faculty to groom himself in every aspect of managing and leadership.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments/units of the institution and work towards decentralized governance system?

The institute delegates authority and provide operational autonomy to the departments/units of the institution and work towards decentralized governance system in the following ways:

- The Samiti (Managing Body) has appointed Director who is the overall in-charge of the institute.
- The Director has assigned operational autonomy to the heads who are looking after the different programmes run by the institute.
- The authority is further delegated to the functional Deans such as Dean (Academics), Dean (Administration & Admissions) and Coordinator (IQAC).
- To take care of the various activities of the institute, the Director assigns the responsibility as the faculty in-charges for the regular functioning like Public Relations Officer (PRO), Campus Development In-charge, Controller of Examinations, Canteen In-charge, Library & Publications In-charge, Training &





Placement Officer, Sports In-charge, Events Coordinator, etc. These faculty in-charges are given full autonomy in their areas of operations.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

Yes. The institute promotes a culture of participative management as given below:

- At strategic level, the Samiti (Managing Body) members and the Director formulate the strategy and plans for the future.
- At Policy and planning level, the Director in consultation with the Deans formulates the various policies and plans for effective execution.
- At operational level, the Deans and HoDs in consultation with activity in-charges and faculties implement the plans.





6.2 STRATEGY DEVELOPMENT AND DEPLOYMENT

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

- a) The Institute has a formally stated quality policy. The quality policy of the institute is aligned with vision and mission and guidelines given by the statutory bodies.
- b) The faculty, course coordinators and stakeholders like alumni, parents, employers, recruiters, academic experts and top management play important role in policy development. Institute takes feedback from these stakeholders and by analyzing this feedback and by analyzing the environmental factors and benchmarking, quality policy is developed.
- c) Quality Policy is deployed in the form of policies and standard operating procedures (SOPs) and activities.
- d) Review of quality policy is also carried out at the end of the academic year by means of audit.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The Institute has developed a perspective plan for development. The Institute has decided to have a 3-6-9 Year perspective Plan for its growth and attainment of vision. Details are given below:

a) Phase I (Year 2013-2015)

- i) Set up Center of Excellence in Business Research.
- ii) Publish 1 research paper per faculty member in national / international journals.
- iii) Participation in 3 international conferences by faculty members.
- iv) Organize 1 FDP in the institute for the Faculty members.
- v) Center for innovation and consultancy to start functioning fully.
- vi) Have 90 percent placement of MBA and 70 percent for MCM, PGDCCA students.

b) Phase II (Year 2016-2018)

- i) Centers of Excellence to publish 10 reports each for industry and /or community related subjects.
- ii) Publish 2 research papers per faculty member in national / international journals.





- iii) Institute to have 75 percent faculty with Ph.D. degree.
- iv) Participation in 5 international conferences by faculty members.
- v) Organize two FDPs in the institute for the faculty members.
- vi) Provide consultancy to two projects and incubate at least one business.
- vii) The Institute would strive to be among top 100 Management Institutes in India.
- vii) NBA accreditation

c) Phase III (Year 2019-2021)

- i) To achieve Autonomy
- ii) International Accreditation of the Programmes.
- iii) To Develop Twinning programme with reputed National & International Institutions.
- iv) To develop a full scale incubation center for Entrepreneurs.

6.2.3 Describe the internal organizational structure and decision making processes.

The figure below describes the Organizational Chart of DAIMSR and the manner in which decisions are made and communicated to the various constituents of the Institution.



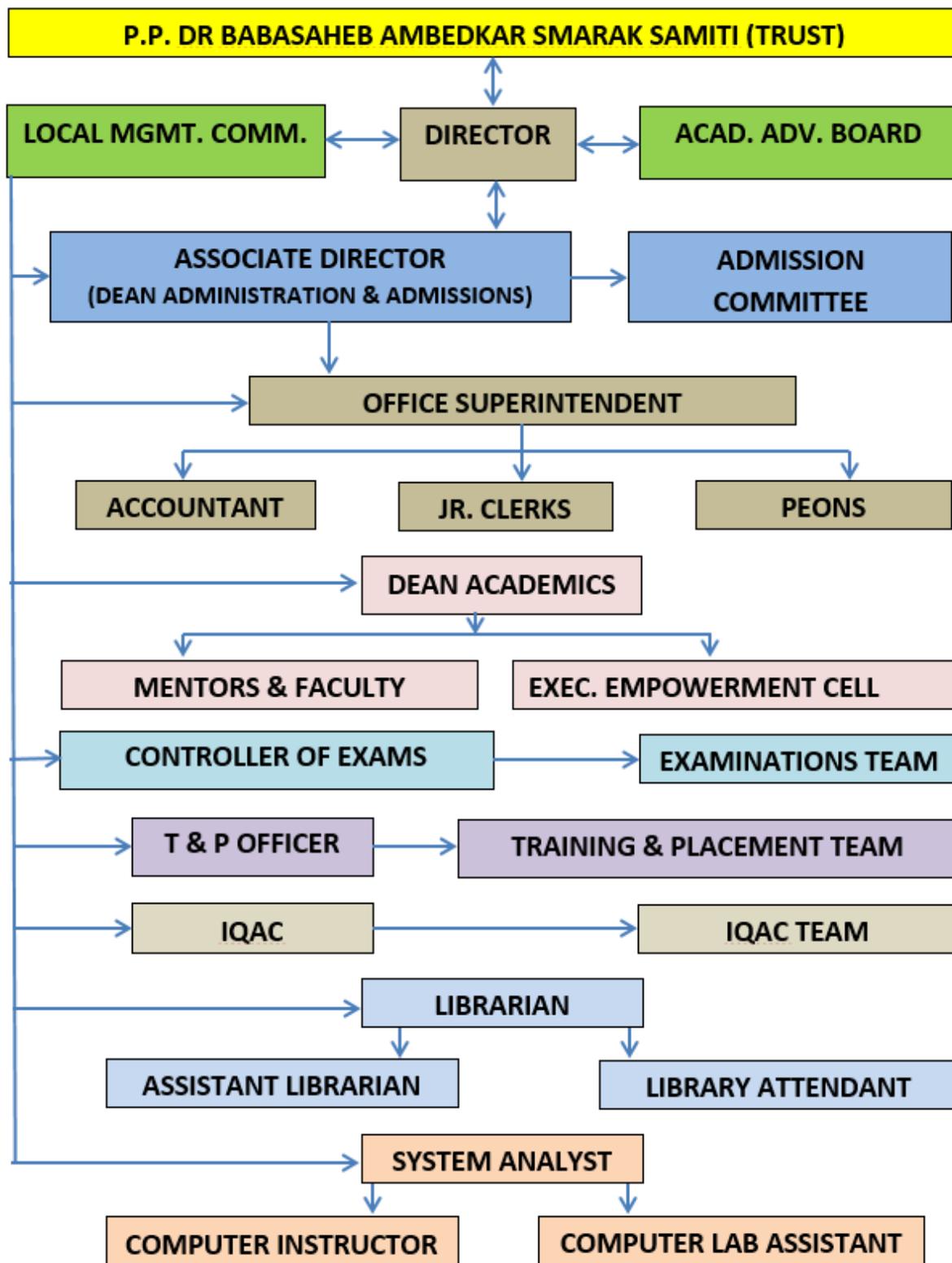


Figure 6.1: Organizational Chart of the Institute



b) Decision making processes.

i) Communication channels for decision making are given in the figure below:

ii) Decisions are made in a consultative and participative manner. The arrows show the flow of information for decision making.

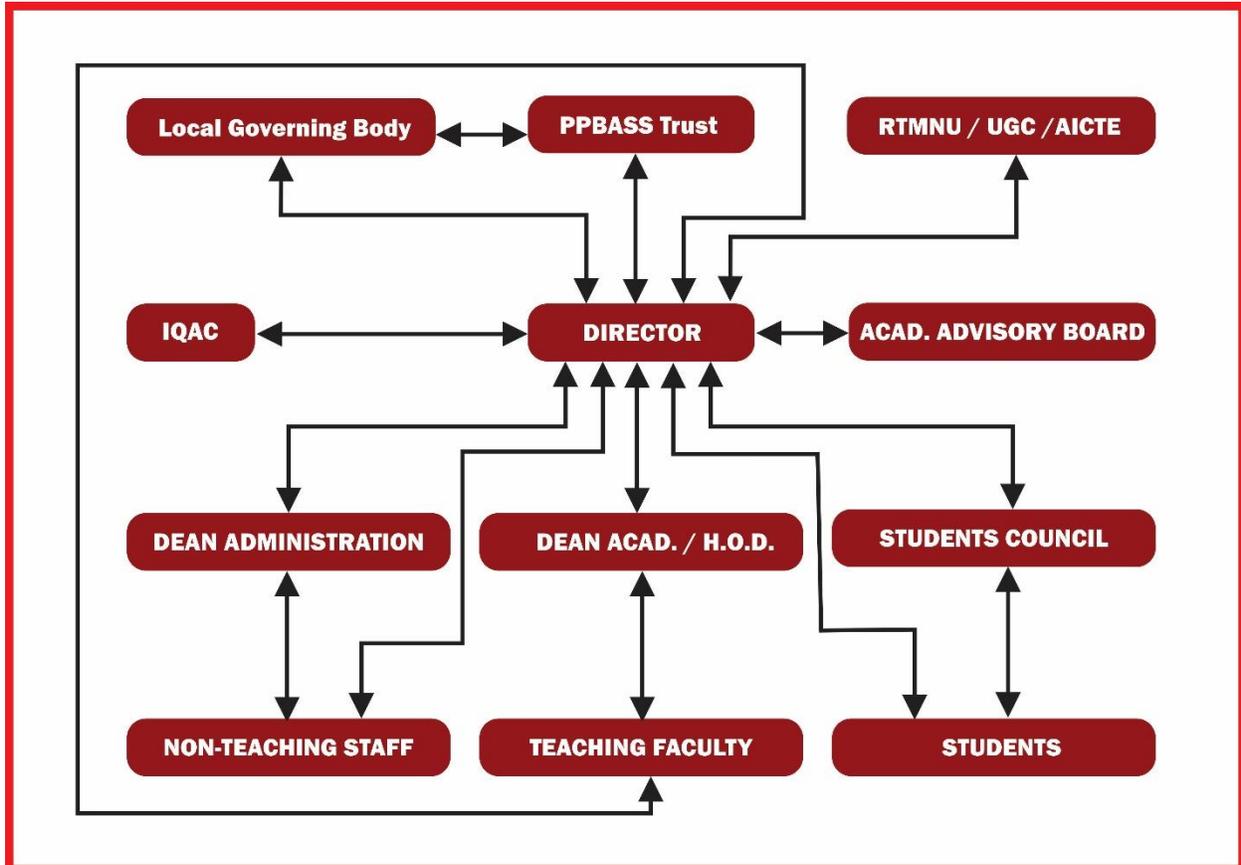


Figure 6.2: Communication Channels for Decision Making at the Institute

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following (Teaching & Learning, Research & Development, Community engagement, Human resource management, Industry interaction)

a) **Teaching and learning.** Quality improvement is carried out by:

- i) Effective IQAC.
- ii) Systematic course planning and enriched content development.
- iii) Review of course plans and effective monitoring of content delivery.
- iv) Result and feedback analysis.



- v) Academic council mechanism for improvement.
- vi) Monitoring student progress in academic performance by designated mentors.
- vii) Attention on weak students and engagement of brilliant ones.
- viii) Weekly staff meetings to discuss methodology of teaching and quality improvement.

b) Research and Development.

- i) Training in research methodology.
- ii) Industry tie-ups & exploring industrial research projects.
- iii) Financial assistance.
- iv) Providing resources to all faculty members and students.
- v) Motivating students to carry out research on local industrial problems

c) Community Engagement.

- i) Liaising with village, Panchayat and NGOs.
- ii) Establishment of NSS unit.
- iii) Motivation of staff and students to participate in community service.
- iv) Providing resources including financial and medical resources.
- v) Interaction with government departments.
- vi) Recognition and rewards for good social work.
- vii) Working for local problems pertaining to Vidarbha Region.

d) Human Resource Management.

- i) Transparent recruitment and selection process.
- ii) Highly competitive compensation.
- iii) Recognition and reward for good performance.
- iv) Opportunity for career development.
- v) Training for updating knowledge.
- vi) Healthy working environment.
- vii) Incentives for good performance.

e) Industry interaction.

- i) Constant liaison with industry.





- ii) Resource sharing with industry by providing them with students for their project work, faculty for training and infrastructure for their training and assessment tasks.
- iii) Mutual training sessions and guest speakers.
- iv) Visit of faculty members and students to industry.
- v) Feedback from industry to improve quality of teaching and curriculum.
- vi) Conduct of Management Development Programmes (MDPs).
- vii) Take membership of industrial organizations like CII, VIA, NIPM and NHRD.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

- a) Head of the institute has developed a system for taking feedback from stakeholders of the institute as under:
 - i. **Alumni Feedback.** Institute takes feedback from alumni in Alumni meet, and also whenever they visit to institute and also in Alumni association meet as well as any occasion of informal interaction with the Alumni.
 - ii. **Parents Feedback.** Institute conducts parent teacher meet every year and institute takes feedback from parents
 - iii. **Faculty Feedback.** Institute asks faculty members for feedback about institute and invites suggestions for development of institute.
 - iv. **Guests / Academicians.** Institute conducts guest lectures by academicians / people from industry. The Institute keeps record of feedback given by these visitors.
 - v. **Placement.** Feedback is taken from persons arriving for campus placements.
 - vi. **Student Feedback.** Feedback is taken from the students in the end of the semester. It gives valuable inputs for improvement.
 - vii. **The Director** interacts with parents, students, visitors, government officials, NGO officials and people from industry. Industrial associations are invited to the Institute or their events are attended. Similarly informal meetings with heads of other institutes and university officials are held and feedback is taken. The information is provided to top management in Samiti meetings and /or formal meetings.

6.2.6 How does the management encourage and support involvement of the





staff in improving the effectiveness and efficiency of the institutional processes?

- a) Institute has formed Management Council and staff of the institute is part of this council which works for improving the effectiveness and efficiency of the institutional processes.
- b) Members of the staff are made responsible for the conduct of events as in-charges or members of committees. Great deal of flexibility is given to them for accomplishing the task efficiently.
- c) Staff members get involved in planning of academic system, suggestions of faculty members are considered in decision making process regarding academics.
- d) The Director calls meeting before every extra-curricular activity conducted by institute for development of student. In this meeting the Director communicates with staff about importance and about conduction of event and brings out the salient points of desired outcome and evaluation of the student.
- e) The Director appreciates achievements of faculty which positively affects the motivation level of staff.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

- a) Following are the resolutions made by LMC during the last year and status of implementation is mentioned below:

Sr. No.	Resolution Made	Date	Status of Implementation
1	Selection of new faculty members.	08 /09/2016	Done
2	Procurement of New Language Lab Software.	08 /09/2016	Done
3	Refurnishing and improvement of Placements Office facilities.	08 /09/2016	Done
4	Construction of Fire Exit in East Campus.	08 /09/2016	Under Construction

Table 6.2: Resolutions Made by the LMC and Implementation Status





6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

- a) The provision of granting autonomy to the Institute does exist in RTMNU, the affiliating university of the institute.
- b) The Institute has not applied to the University for granting autonomous status. However the institute is planning to start the process of autonomy after second cycle of accreditation by NAAC and after obtaining the NBA accreditation for its Post graduate Management programme.

6.2.9 How does the Institution ensure that grievances /complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

- a) Faculty, non-teaching staff and the students may have some grievances related to academics, facilities and functions of the institute. Institute has a grievance handling committee. This committee has been formed for handling cases regarding grievances and complaints. Institute puts information about this committee on notice boards and in the prospectus. Till now no complaints / grievances have been received from anyone
- b) Grievance committee is maintaining register for record for grievances and suggestion boxes have been installed at many places
- c) Special mechanism for girl students and lady staff is made under "*Mahila Takrar Nivaran Samiti*"

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?

No, There have been no cases filed against the institute in any courts.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?





a) As student is one of the most important stakeholders of institute, the Institute concentrates on student feedback. Institute takes feedback on Infrastructure, Curriculum, Faculty, College activity, Industrial visits etc.

b) The Institute has mechanism for analyzing student feedback. Corrective action is taken on feedback analysis. The Institute has done improvements in library, facility, as per feedback and suggestions of students. Similarly computer labs have been upgraded. A Special chamber is made available in library for those students who are preparing for various competitive examinations including NET





6.3 FACULTY EMPOWERMENT STRATEGIES

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?

Professional Development of Teaching Staff:

The Institute implements Faculty empowerment strategies which involves a series of initiatives as mentioned below:

- In order to build capacity and encourage self-development the Institute encourages the faculty members to participate in various Workshops and Conferences by way of sponsorship of either full or partial fee and reimbursement of other expenses incurred towards attending these training programmes.
- The institute organizes a series of training programmes and workshops within the institute for professional development of the Teaching Staff. The activities organized in the last four years under the professional development training are listed as under:
 1. **Training on Research Methodology:** The faculty members who are experts in the area of research and have substantial experience in writing and publication of quality research guide the other faculty members by holding Workshops on Research Methodology.
 2. **Student's Mentoring & Counselling Training:** The institute invites Professional Counselors to guide the faculty members on the nuances of Counselling and mentoring through day long workshop. These workshops are a platform to share the experiences and to devise best practices in mentoring.
 3. **Seminar on Industrial Sectors:** The groups of faculty members are allotted one sector of the Industry, for instance, Telecom, Steel, and Manufacturing etc. The Faculty groups then make presentation on specific sectors which are then discussed and deliberated upon. This helps the faculty members in keeping abreast with the latest developments in the Industrial sectors.
 4. **Case Writing and Analysis Workshop:** The faculty members who have expertise in this area or may have attended special training (i.e. FDP) conduct these workshops in the campus for other members of the faculty.





5. **Teaching Pedagogy & Lesson Planning:** The Institute has organized the teaching pedagogy and Lesson Planning workshop for three days by inviting Experts for the field of Education. This workshop helped the faculty members in improving their understanding of Preparing Lesson Plans as well as the various teaching method used in a classroom setting
 6. **Intellectual Property Rights Workshop:** The institute in collaboration with the Rajiv Gandhi National Institute of Intellectual Property Management organized a two days workshop for faculty members to apprise them on the aspects of Intellectual property as well as the process of filing patents and Copyrights.
 7. **Resume Writing Workshop:** The Institute organized a training programme for the faculty members who mentor the students and help the students in writing their resume.
- The institute has a policy of granting Duty Leaves and allowances are paid towards travels for all activities aimed at self-development of the faculty members
 - Faculties are encouraged to engage in the activities of the University and its various bodies to develop administrative abilities.
 - Access to E-Journals and Databases for Research and Learning are made available to support the Learning environment.
 - Groups of faculty members comprising of members from similar Research and Training areas are formed to promote the exchange of knowledge and support.
 - Discretionary grants are provided to the Faculty member to order Books and Journals of their interest.
 - Industry Professionals and Experts from other organizations are hosted by the institute to interact with the faculty for exchange of ideas and insights.
 - Faculty members are provided support and encouraged to pursue the higher studies including acquiring of Ph.D., and Professional Examinations such as SLET and UGC-NET.
 - Campus has been wi-fi enabled to give internet facility to the faculty on both static and mobile devices to access to online resources on a round the clock basis with individual password security.
 - Faculty members are involved in day to day planning of the activities and Director of the Institute regularly hosts meeting to involve faculty members in process of feedback.





Professional Development of Non-Teaching Staff:

The Institute organizes various activities and training to develop competencies and Skills of the Non-Teaching Staff. The following activities were conducted in the last four years for the Non-Teaching Staff of the Institute:

1. MS Office Training
2. Workshop on Communications Skills
3. Training Programme for MIS Software Operations (Ezee School)
4. Workshop on University Rules and Regulations
5. Training on Social Welfare Schemes for Students.
6. Training programme on DTE & AICTE Rules and Regulations.
7. Expert Guidance on Accounts, Salary, Taxation, Provident Fund, Professional Taxes etc. is provided on a regular basis to update on developments in the specific areas.
8. Guidance Programme under SEBI on Tax Saving Instruments.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

Faculty members undergo a very structured training and development process before being actively inducted into the teaching faculty cadre. The members of faculty during their initial phase of joining perform active support to the senior faculty members in teaching work, thus actively engaging and familiarizing with the work process. Before being granted a full course for teaching the faculty members are attached with the senior faculty of their respective academic area and undergoes a Job training as under study to tune up their skills and to acclimatize themselves with the teaching environment. Teaching staff with little or no teaching exposure is granted a deferral in teaching duties and are allowed to attend classroom sessions conducted by senior members of the teaching Cadre. These junior members are trained through discussion and dialogue with the seniors as also a weeklong induction programme delivered by academic heads.

The academic performance is measured by formal Feedback, personally conducted by the Director of the institute, usually during the end term and informal feedbacks conducted during mid term, such inputs are used to effect further improvement of teaching.

Faculties attend both in-house and outside training programme regularly to update their teaching and research Skills by attending Conferences, Seminar, Faculty Development Programmes, etc. Sponsored Training programme are conducted on





various topics of Research, Intellectual Property Rights, Mentoring and tutoring the students. Faculty members are encouraged to engage in Training Programme as Trainers and Resource Persons to various institutions such as MECL, PHI, Other Management Institutions.

The Non-teaching Staff are trained in the Administrative work including operation of MIS Softwares, Online Applications of the University, Submission of various statutory documents to agencies such as AICTE, Shikshan Shulka Samiti, Directorate of Technical Education and Pravesh Niyantaran Samiti, Scholarships from Social Welfare department of Government of Maharashtra, etc. The junior members of the Non-teaching staff are encouraged to take up the responsibilities of various sections and are attached as assistant to the senior staff members and also undergo a training programme. Attainment of Higher Qualification and internal promotions of the staff are conducted as per the *Standard Code Rules, 1998* of the Government of Maharashtra.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

A full scale planning by the empowered body comprising of Director, Dean Administration and Senior Faculty members is done prior to beginning of the semester, which determines the roles, responsibilities, Portfolios and Teaching assignments allocated to each of the faculty members and Non-teaching staff of the institute. This determines the Full 'work-load' of each of the staff members.

A performance appraisal of each of the staff member is executed bi-annually in case of Semester pattern courses and annually in case of Annual Pattern course. The staff members are responsible for submission of the Annual Self-Assessment for Performance based Appraisal System as prescribed by UGC regulation 2010.

This is followed by a review by the Director, the major thrust of the Review is the classroom delivery and meeting the expectations of the student's community, as they are the most important stakeholder of the institution. The Director personally conducts the Classroom Performance Appraisal by means of a structured Questionnaire comprising of Ten Parameters. These results are personally communicated to the faculty member along with the Institute average, Section and Subject wise average scores. This help the faculty weigh his performance vis-à-vis his/her peer performance. Based on this performance a personal meeting of each faculty member is held in order to complete the process of performance appraisal.





Since the Institute follows the rules of promotions and advancements as mentioned in the *Standard Code Rules, 1998* of the Government of Maharashtra, the Performance appraisal system is used concurrently with these guidelines.

The performance appraisal of the Non-teaching staff is done annually by the Dean Administration and a report on this is submitted to the Director for usage in the functions such as:

- Allocation of Duties
- Hike in Salaries
- Transfer to other Departments
- Increasing or decreasing the Staff strength.
- Identifying the training needs.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The outcome of the Performance Appraisal is used for improvising the individual and the group performances. The specific outcomes during the Personal meeting with the director of the institute helps the individual staff member in identifying areas of strength and weaknesses. The weak areas are marked for strengthening through specific training and corrective actions as may be needed.

These actions include:

- Increasing quality of Classroom Inputs through continued training.
- Mentoring by Senior Faculty Member.
- Attending Specific FDPs.
- Counselling Sessions by Experts.:
- Setting up higher benchmarks for achieving better results.
- Reallocation of Portfolios.
- Reallocation of Courses.

The performance appraisal is further forwarded to the Management including Academic Advisory Board, to consider or recommend higher placements and promotions.

6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?





The Institute has a policy of providing benefits to the employees in various forms at different levels:

- 1. Insurance:** Health Insurance for Spouse and Children is provided for Teaching and non-teaching staff of the institute to cover Hospitalization and other expenses upto Rs. 2 lacs.
- 2. Fee Waiver:** Admission to Wards of the Staff members are provided in the institute as well as other institutions of the Society at a Concessional fees.
- 3. Marriage Grants:** For Marriage Grants upto Rs. 10,000 is provided to the staff.
- 4. Subsidized Food:** Food at Subsidized rate is provided in the Institute Cafeteria for teaching and Non-teaching Staff.
- 5. Advance Salary:** Provision for Salary Advances is available to Non-Teaching Staff.
- 6. Training Sponsorships:** The institute provided full reimbursement for Registration fees and travel for participation in Workshops Seminars and FDPs and other personal development activities.
- 7. Special Leaves:** Special Leaves are granted for preparation of Doctoral Thesis leading to Ph. D for the faculty members.
- 8. Duty Leaves:** Duty Leaves are granted for pursuing Higher Education.
- 9. Maternity benefits and Paternity Leaves:** Provision for Maternity and Paternity leaves have been made for the staff of the Institute.

Most of the Staff members have benefitted from one or more of the above schemes.

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

The Institute, being one of the oldest in the region has always been a front-runner in attracting and retaining the best teaching staff. The Institute take special efforts with regards to create a work profile and culture that attracts the best amongst the available talents in the region.

The Recruitment Process of the institution is, though guided by the same regulations as other affiliated institutions in the region, transparent and comprehensive. A three-stage selection process ensures that extremely competent and skilled persons are recruited as faculty member. The meticulous recruitment process includes Calling Application, Scrutinizing, Preliminary Rating (Priority Listing), Interview and Skill Demonstration.

Preference to persons with vast industry experience and a bright academic background is provided, with emphasis on communication skills and Research





Orientation.

The Institute provides the highest Salary amongst all the Institutions of the region, apart from the best infrastructure and technical tools to the faculty members.

The Institute caters to the individual needs of the Faculty members and the freedom to progress and pursue higher education are treated on priority. The institute provides continuous support to faculty members to realize their personal and professional goals.





6.4 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

DAIMSR is a non granted institute. Institute budget is made every year after taking inputs from previous years, income and expenditure and anticipated expenditure and income for next financial year.

The Management prepares a budget for the year, in advance, so as to make effective utilization of available recourses. There is a 3 member committee under the chairmanship of Director, responsible for Budget preparation. The committee monitors the effective and efficient use of available financial resources.

All proposals for major purchases are approved by the managing committee after full justification and old stock being taken into consideration.

All major purchases are made through the purchase committee consisting of the staff, Director and Managing Committee representative.

The institution is liberal yet follows the strategy of restraint as far as the expenditure is concerned. Proper procedure for purchases is adopted. Quotations are called for and prices are compared.

The Institute has a well-defined procedure to monitor effective and efficient utilization of available resources for infrastructure, development and teaching learning process.

All the major financial transactions are monitored by the Committee.

The financial resolutions of the Committee are recommended by the LMC. Finally there are trustees of the Society who may raise a point with regard to any financial transaction of the institute.

In addition to this, the account of each financial year of the institute is audited by Chartered Accountant firm. Thus the utilization of financial resources is monitored at several levels.

There is fully computerized accounts department in the Institute. Tally software is used. Double entry system is followed to maintain the accounts. The following three types of accounts / documents are created:

- i) Receipts & Payment Accounts.
- ii) Income & Expenditure Accounts.
- iii) Balance Sheets.

Each and every transaction is supported by the vouchers. All the collections are deposited in the bank and all expenditure, recurring and non-recurring, are incurred through cheques. Only duly authorized persons can operate the bank account.

Income expenditure account is approved by Local LMC.





College monitors the earnings by projected admission, projected possible funding from other agencies & revenue collection by deposits, interest on deposits & other asset. It allocates the funds for salary, infrastructure development, research, equipment in laboratories, furniture, books, journals, faculty development and other necessary recurring expenses. Collection of tuition fees, purchases of materials, books, stationeries, equipment and its maintenance, payment of bills are made through accounts.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

The internal audit report informs the management how well the systems and processes designed to keep the finance on track are working.

Mechanism for Internal Audit of DAIMSR:

- Internal audit of DAIMSR is conducted on half yearly basis.
- Internal audit committee is nominated by the Director
- The auditors check all the financial transactions and vouchers in order to ensure that all transactions are as per financial regulation. Bills are authentic and tax liabilities are accounted for and other such points to ensure that accounting has been done correctly.
- Audit committee finds out the major audit objections, if any, and gives its report within fifteen days.
- External audit is performed by a separate and registered auditing firm appointed by the Governing Body of the trust. Last audit was done on June 2015 (for the FY 2014 -15). As per audit certificate, no major objections were found.

As per records, the trust has completed the AG audit including DAIMSR upto 2011.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

DAIMSR is a self-financed institute. The major source of institutional receipts or funding is the fees paid by the students.

The deficit (if any) is normally financed by the trust.





Audited Income and expenditure statements of academics and administrative activities are attached in Annexure III

Reserve fund/corpus created & available with Institution up till now is in a fixed deposit (Bank of India) worth Rs. 2 Cr /- (Two crores).

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

The institute is perusing to get approval under 12B & 2F so as to access research grants under the various schemes of UGC & AICTE.

Institute has established a Center for Executive Empowerment (CEE) which generates funds through various activities which are listed as below:

- Conducting training programs.
- Providing venue for conduct of exam or other training activities by outside organizations.
- Conducting Management Development Programmes.
- Conducting Certification Programs in various domains of management.
- From industrial projects & consultancy work.
- The institute conducts soft skill development modules, professional development modules & aptitude development modules.
- Registration fees for seminars and conferences organized.
- The Journal subscription fees.
- Conduct of orientation classes for NET / SET aspirants.
- Conduct of orientation classes for PET (PhD entrance) aspirants.

The funds so generated, are formally accounted in institutes account and are utilized for the institute development only.





6.5 INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)?. If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

Yes, DAIMSR has formed its Internal Quality Assurance Cell (IQAC) in May 2014 to improve the academic and administrative performance of the Institution. DAIMSR in the year 2008, initiated its quality assurance protocols by adopting the ISO guidelines. It appointed S & T Consulting a well-known name in the region for quality certification. It standardized its processes, and followed the documentation as per the consultant's advice.

DAIMSR has its own Internal Audit team comprising of MR (Management Representative and Internal auditors).

Chairperson	Dr. Sudhir Fulzele
Senior administrative officers	Dr. Nirzar Kulkarni, Dr. Ashutosh Paturkar
Teachers	Dr. Mujahid Siddiqui Dr. Monika Jain Dr. Vivek Pimpalapure Dr. Sarang Javkhedkar Dr. Suparna Deo
Management member	Principal – Dr. G. L. Dabhade
Nominees from local society, Students and Alumni	Dr. Anil Hirekhan
Nominees from Employers /Industrialists/stakeholders	Mr. Mukund Mohta Mr. Hemant Lodha
Coordinator - IQAC	Dr. Sujit Metre

Table 6.3: The composition of the IQAC





b. How many decisions of the IQAC have been approved by the management/authorities for implementation and how many of them were actually implemented?

From the date of formation of IQAC (May 2014), three meetings have been held and decisions on quality improvement have been taken in academic and administration areas. These issues have been discussed with the management and implemented in accordance with ISO procedures.

Following decisions have been taken in IQAC Meetings:

1. Campus Integration through education ERP system
2. Implementation of blended learning for students/ Faculty.
3. Implementation of Management games / Simulation games for MBA & BBA students
4. Finalization of Mentoring Template
5. Preparation of Activity calendar
6. Conduct of Business Communication, General Awareness, Aptitude and Etiquette classes along with curriculum.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

- a. Yes. DAIMSR IQAC has external members on its Committee. These external members include alumni, local society members, employers and stakeholders. The suggestions given by these external members are considered for improving the existing functioning of the Institute.
- b. The Mentoring System adopted by the institute has been suggested by Dr. Q. H. Jeevaji, who was then the external member of the IQAC and suggestion to provide additional inputs on business communication came from alumni cum employers.

d. How do students and alumni contribute to the effective functioning of the IQAC?

- Feedback is taken from students on different parameters in every semester, the analysis of which leads to quality improvement in various activities of the institute.
- Alumni give suggestions and feedbacks on various activities of the institute during the Alumni meet as well as interactions with the teachers as and





when they come to the campus. Alumni association meetings are also conducted to have discussions with alumni regarding quality improvements.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

The Teaching staff members from all the Programmes are involved in the IQAC committee and audit process as committee members, auditors and auditees for the internal and external audits.

Communication regarding IQAC meetings, audit sessions, audit training and is done through notices and group emails. All Departmental procedures are uploaded on the Institute's intranet server. IQAC internal audit is conducted every semester/year.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

Yes, the Institute has an integrated framework for quality assurance of the institutional activities under IQAC procedures and standards which are also aligned to ISO 9001: 2008 quality standards.

All academic activities are planned in the beginning of the academic year under various quality procedures laid down by the Institute and are well documented.

These are covered by policy manuals for each and every programmes' academic related areas such as

- Academic Policy for MBA, BBA, BCom (CA), MCM & PGDCCA
- Library & Learning Resources Policy
- Placement Policy
- Extra-curricular and co-curricular activities policy & Guidelines
- Training and development Policy

All non-academic activities are also planned according to the procedure manuals and are well documented.

- Administrative Policies & Procedures
- Computer Lab Procedure
- Maintenance Procedures
- Outsourcing Policy



**6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.**

Yes.

a) Institute encourages the staff to attend the seminars, workshops organized by various colleges on quality assurance and it has greatly helped the institution in the effective implementation of the quality assurance procedures. Quality Management System awareness trainings have been conducted.

b) In such kind of trainings along with QMS emphasis is given on quality policy and quality objectives of institute.

c) The workshops and conferences attended on higher education by faculty members of the institute are as under:

Sr. No.	Name of the activity	Held at/Date	Attended by
1.	NAAC Sponsored National Level Seminar on Quality enhancements and sustenance in Higher Education	Dr. Ambedkar College, Nagpur 20-21 Jan. 2012	Dr. Sujit Metre Dr. Mujahid Siddiqui
2.	NAAC sponsored National Conference on Academic Innovations & Academic Reforms to meet global challenges in Higher Education	Shrimati Binzani Mahila Mahavidyalaya. 6 Oct. 2015	Dr. Mujahid Siddiqui Dr. Vikram Joshi,
3.	NBA - World Summit on Accreditation	Gurgaon 18-20 Mar. 2016	Dr. Nirzar Kulkarni Dr. Sujit Metre Dr. Mujahid Siddiqui
4.	Workshop on Outcome Based Education	Datta Meghe Institute of Management Studies, Nagpur 27 Feb. 2017	Dr. Vivek Pimplapure Dr. Pranay Parashar Dr. Pushparaj Kulkarni Prof. Hement Deshmukh Prof. Ajay Gidwani Prof. Chandresh Chakravorty

Table 6.4 : Workshops/conferences Attended by Faculty Members on Improving Quality of Education.

Regular training sessions are also conducted for the staff members for the effective implementation of the Quality Assurance procedures by an ISO consultant.





Two different types of training sessions are conducted for the Quality Management System:

1. **ISO Awareness training** - To introduce to the new staff the Quality framework in the Institute and implementation of the quality assurance procedures at individual as well as departmental levels.
2. **Internal Auditor's training**- Provided to experienced staff to become internal auditors and conduct internal audits for improving the quality of the Institute with their rich academic and administrative experience.

The impact of such meetings has been quite positive. Every staff member is aware of quality management system and its effective implementation

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

- a) Institute conducts regular internal audits of academic activities every year for quality assurance.
- b) Maintenance and surveillance audits are conducted as per ISO system procedures outcomes (Non-conformities) of such audits are communicated to respective departments for taking further action.
- c) Internal audit findings are compulsory agenda point of management review meeting. All departmental heads along with Director are members of this meeting.
- d) Decisions made in such meetings are implemented to improve institutional activities. Other activities include review of result analysis and placement analysis in Academic and LMC meetings.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

- a) External quality assurance agencies for Institute are:
 - i) Continuation of Affiliation Committee (CAC) of RTMNU which visits every year for continuation of affiliation.
 - ii) All the activities regarding the requirements of the relevant external quality agencies/regulatory authorities like AICTE, UGC, DTE etc. are incorporated in the internal quality assurance procedures as well as in the ISO procedures.





6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

- i) Continuous review of teaching learning process is taken by course co-ordinator, academic coordinator and Director through monitoring 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 suggesting further improvements in the teaching methodologies, which ultimately lead to quality improvement in teaching
- iii) The appropriate training in new methods of teaching and learning is given to teachers through various training programs, which ultimately leads to an improvement in the teaching methodology reflected in the excellent feedback of our teachers.

Above mentioned activities are monitored by the Director and actions are taken against deviations from defined controls. All the above mentioned activities are incorporated in the IQAC as per SO 9001: 2008 Quality Standard Frameworks.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Institute communicates its quality assurance policies, mechanisms and outcomes through the following:

- i) Institute website is the main source of information pertaining to quality policy. Students Handbook also includes the VMOs and Quality policy of the institute.
- ii) Quality policy is displayed at several prime locations in Institute. Quality policy and objectives are communicated to staff members through meetings.
- iii) Academic calendar is designed stating the activities planned by the Institute for every semester which is distributed to the management, staff and students.
- iv) Monthly Review Report stating all the activities conducted in the Institute is sent to director
- v) Staff meetings are conducted and the minutes of the meetings are recorded.
- vi) All important decisions, activities, plans are communicated to all faculties and students through regular Circulars/Notices put up on the Notice Board.
- vii) Parent teacher meetings and Alumni meets are arranged by institute and quality assurance policies, mechanisms and outcomes are communicated to them.





Any other relevant information regarding Governance Leadership and Management which the college would like to include.

- Nil





CRITERION- VII
INNOVATIONS AND BEST PRACTICES



CRITERIA VII

INNOVATIONS AND BEST PRACTICES

7.1 ENVIRONMENT CONSCIOUSNESS

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

Yes, the institute has introduced preliminary Environmental Audit activities in the year 2014. An agency was appointed to evaluate the environmental impact of the institutional operations. This led to identification of the seven major thrust areas namely:

1. Conservation of Power
2. Conservation of Water
3. Reduced usage of Paper
4. Reduction in E-wastage
5. Increasing the Green Cover in Campus
6. Spreading environmental awareness amongst the students & Staff.
7. Green Procurement.

Since the Environmental Audit report highlighted the above thrust areas, the institute has been continuously working on these areas for creating a more environment friendly campus and to improve not only the campus and its facilities but also work towards building a more environmentally responsible society through its various activities.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

A. Establishment of Environment Club:

The institute has adopted a proactive approach towards dealing with the challenges of Environment faced by the society. One of the major initiative in this direction was the establishment of the Environment Club for the students of the institute. The Environment Club was established with the collaboration of Bombay Natural History Society, Mumbai and Wildlife Conservation Trust, Mumbai. The Environment club is responsible for taking up the initiatives on environment related issues both within and outside the institute. The proposed and conducted





activities of the Environment Club includes:

- Development of recycling programme for its waste paper, cans and bottles etc.
- To prepare a policy to use recycled paper and to 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.
- To promote usage of environmentally friendly cleaning liquids.
- Prepare for the College Canteen a choice of healthy foods, and discourage students from eating “junk” foods
- Collection of food waste and turn it into compost, or use it to feed street animals.
- Placement of houseplants in rooms and corridors.
- Devise plan to beautify playground.
- Provide environmental education and project-work for students.
- Participate in local environmental
- Invite speakers to talk to all about the environment and its problems
- Organize special exhibitions of books, magazines about the world environmental crisis
- Undertaking an environmental audit of institute’s activities.

A majority of these activities is already underway and some have been planned in the next few years.

B. Energy Conservation:

The following measures have been initiated by the institute for the purpose of energy Conservation:

- The institute has started to increasingly use the natural sources of lighting to the largest extent thus reducing its dependence on electrical lighting sources.
- Most of the classes are conducted in the rooms where there is abundant supply of natural lightings, especially the top floor rooms.
- All electrical installations and electronic equipment used in the campus are maintained on a regular basis in order to avoid leakages and conserve energy.
- Old and high-energy consumption equipment are continuously replaced with more modern and energy efficient equipment and devices.
- LED is being used for all new electrical lighting installations
- The window glasses are replaced with tinted glasses to protect the classrooms from external heat and to decrease the cooling requirements.





- Every Classroom has notices and instructions to use Electricity sparingly and to switch off the lighting and other equipment when not in use.
- Students and staff have been constantly updated about the benefits of energy conservation by hosting various drives such as celebration of environment day, organizing Cycle Rallies and other such drives.

C. Use of renewable energy:

The institute has developed a master plan to convert the entire premises to adopt the Renewable Energy for all its major energy consumption needs. Since the Campus is part of the Deeksha Bhoomi, the plan is being routed through the managing trust to the Government of Maharashtra and a Consultant is engaged by the Local Administration to provide for Renewable energy for the entire campus. This plan is under the consideration for approval by the state government.

D. 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.

E, Plantation:

The institute is spread across 12 acres of land and the premises also houses few other institutions run under by the trust. The premises is replete with a variety of plantations. The Institute has a lion's share in planting, maintenance and upkeep of the plants within the campus. The Institute had constituted a committee comprising of the members of faculty and students, which studied and suggested the plants variety, which can have maximum positive impact in improving the air quality as also which can survive in the climatic conditions of Nagpur region.

The suggestion was implemented and the institute today has 11 such variety of plants, which have been planted across the campus. These also include several plant varieties, which protect the environment by removing the following pollutants from the environment:

1. Formaldehyde,
2. Carbon monoxide
3. Benzene
4. Xylene,
5. Toluene
6. Trichloroethylene





7. Chlordane
8. Lindane
9. Ammonia
10. Volatile organic compounds

With these efforts the institution has ensured that the environmental pollution and Air pollutants are reduced dramatically from the campus and provide the students and staff a safe and healthy environment.

F. Hazardous Waste management

Since the institute does not have laboratories and or any such equipment which generates Hazardous waste it does not have to deal with the problem of Hazardous waste management.

G. E-waste Management:

The institute has taken up the task of protecting the environment from the e-waste generated by the institute - its students and staff. 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.

With a focus on reduction of the e-waste, the institute carefully examines the requirements of such equipment, which are likely to generate the e-waste. Only those which are classified as 'Essential and Mandatory' are bought. This reduces the generation of e-waste in the institute.

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. The agency collects the e-waste and is properly recycled. Hence the disposal of e-waste is also done while minimizing the negative impact on the environment.





7.2 INNOVATIONS

7.2.1 Give details of innovations introduced during the last four years, which have created a positive impact on the functioning of the college.

The Institute's academic innovation is driven by the third part of its mission statement which is stated as:

“To provide an atmosphere for students to solve complex organizational issues and not get mired in the traditional paradigm of management.”

The institute has always taken efforts to break the traditional barriers, to innovate novel learning techniques, and to offer the learners an atmosphere, which is dynamic and ever evolving. With this idea as the backdrop, the Institute has been able to create the following Academic Innovations that have made a substantial positive impact on the functioning of the Institution.

1. CONCEPT LINKED APPLICATION DRIVEN (CLAD) MODEL:

The Institute has developed a unique model for teaching and learning process named as Concept Linked Application Driven (CLAD) Model. The explanation of a concept requires a greater amount of effort on the part of the teacher. The conceptual knowledge does help the student in appreciating the theory well. Equally important is the fact that the learner must also be able to understand the Utilitarian aspect of the concept. This means the application of a particular concept in the real world is of vital importance. Thus, every concept that is explained must be supported by the application of the concept in a real life situation. Although the faculty members did this 'linking' passively, its importance to the learner was not appreciated well within the teaching community of the institution. In order to emphasis upon linking, every concept taught, with the application of the concept by using illustrative and demonstrative methods was introduced. The Model has helped the Faculty members to use the aspect of Illustrations and Demonstration more regularly and has made the understanding and assimilation of knowledge by the Learners more effective and simplified. This model has also been incorporated within the Lesson plan prepared by the members of faculty.

The faculty member now find it easy to run through Complex concepts through exemplification of the concept as the conceptual knowledge is shadowed with the Real World Applications.





2. MICRO-TEACHING EXERCISE:

At Dr. Ambedkar Institute of Management Studies & Research, enhancing the skills of teaching staff is one of the topmost priorities. The Institute offers a variety of opportunities to the teachers for enhancing their teaching skills, some of them being done on a continuous basis like Peer interactions, Students Feedback, participation in Faculty Development Programmes and Lesson Plan presentations, etc. Realizing how important it is to create a skillful group of faculty members the Institute adopted the Micro Teaching Practice for the faculty members. At the end of every academic session (i.e. Semester ends). A comprehensive feedback of the faculty members is obtained under the direct supervision of the Director of the Institute. This feedback is a vital source of providing the essential tips to faculty on the specific areas which S/he has performed well and those areas which require further improvements. After the end of feedback and an elaborate discussion on the 'weak' areas of the faculty a faculty member is required to provide a Consent for the Micro Teaching sessions. The Microteaching is a technique that enables a teacher to develop his/her repertoire of professional skills in an atmosphere conducive to learning and in a relatively safe environment, which is removed of the normal classroom threats and challenges. In this exercise, teaching and behavioral skills of the teacher that requires corrective action are identified. This is followed by preparing the schedule for Micro Teaching Session and selecting a small section of students, usually comprising of 5 to 7 students as the Feedback Group. The Senior faculty members then share their advice on the specific skill being targeted for improvisation. This exercise is also done by providing inputs through 'Training Video'. This is followed by the faculty member preparing the Micro Teaching Plan. The Feedback form is prepared and the Session is organized where the teacher delivers the teaching to the select small group of students, the teacher may also consent to include other members of the faculty who will also be providing the feedback. The feedback is immediately collected and provided to the faculty member. The feedback is utilized for understanding and identification of the areas which have shown improvement and those which may still need some improvements. This cycle of planning and delivering and followed by a feedback is repeated twice or more number of times till the objectives of improvisation is achieved. This practice has made a significant impact on teaching and learning process of the institution. The Micro teaching has not only resulted in quick and specific improvisation, but has also proved to be an effective teachers training technique. The Microteaching has by far been a very effective tool in building a team of effective teachers within the Institute.





3. SUPPLEMENTARY CONTENT:

The institute has introduced the concept of teaching beyond the specified content as per the University Syllabus. There are various topics and themes within courses, which may not have been provide adequate coverage within the syllabus which is provided by the University. This may happen for a variety of reasons such as syllabus not updated for a longer interval, Courses which may see a rapid developments and advances, technological changes and development of new dimensions to the existing theoretical framework, etc. These changes are indeed vital from the learners perspective as these changes influence the practices in the industry. Considering that the fields of Commerce, Management and Technology are becoming increasingly dynamic, hence the courses must also be updated and advanced on a very regular basis. However, this doesn't happen in case of the University system, considering the various constraints. The Institute is affiliated to the RTM Nagpur University and hence is restricted due to the syllabus offered by the University. The Institute has realized that it is judicious to venture beyond the course content and provide more up-to-date contents to the learners. To pursue this goal, the institute devised the scheme of 'Supplementary Content' for courses that are more dynamic and needs improvement on a regular basis. Provision was made for the topics and themes to be included in the Teaching of those courses by restructuring the Academic Conduct Records prepared by the members of the faculty. The Faculty members are required to introduce newer and emerging topics to be included in the 'Supplementary Content'. With the introduction of Supplementary content, it has provided some degree of freedom to the Members of Faculty to include the course relevant topics which may provide value addition to the students

4. FACULTY DEVELOPMENT THROUGH WORK AND WELL-BEING MEASUREMENT TOOLS.

The institute takes great efforts to break traditional barriers to better provide a learning atmosphere for its students. However, it also aims to provide better working environment for its faculties. With this in mind, the institute evaluates not only the performance of the faculties within the classroom but also their health and well-being. The institute uses psychometric evaluation tools for gaining better insights into the workforce and also to help understand them better. The use of Work & Well-Being Survey and the Occupational Stress Index to evaluate the employee engagement levels and stress levels respectively was made. This assists in gaining a deeper insight into the state of Well-Being of members of faculty. It facilitates to understand their personal as well as their professional position within





the institutional context. It makes possible better counseling and individual development of members of the faculty. A precise feedback allows for improving the performance of members of the faculty. It also allows the institute to harness their potential in a manner most befitting their core competencies. This helps us place them in departments and roles which are best suited to their abilities. The benefits derived have been greater accuracy in role designation, improved work-life balance among faculties, healthy peer-to-peer relations and a decrease in high-stress causing factors, which might have led to burnout. This practice allows us to compare and push our faculties towards achieving the standard benchmarks of productivity. It also permits us to evaluate and assess not only the professional standards but also the correct mindset in which our faculties perform their duties. The long-term benefits which we wish to achieve are a healthy working environment, strong work culture and assist the faculties in realizing their full potential.





7.3 BEST PRACTICES

7.3.1 Elaborate on any two best practices in the given format at page no. 98, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

1. Title of the Practice

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.

7. Contact Details

Name of the Principal: Dr. Sudhir S. Fulzele

Name of the Institution: Dr. Ambedkar Institute of Management Studies & Research

City: Nagpur

Pin Code: 440010

Accredited Status: Applied

Work Phone: 0712 6521204

Website: www.daimsr.in

E-mail: info_mba@daimsr.in

Mobile: 9822563970





1. Title of the Practice:

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 enrolls 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 analyzed 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 conducting 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 substantially reduced based on resource availability. The other challenge is to create interesting and innovative set of activities for the students as conducting activities for the mentees by mentors comprise a major part of the Mentoring Program. Hence, poor designing of activities or ineffective conduct of these activities may lead to multiple issues, the primary issue being fall in student's motivation levels. The Mentoring Program also increases the Faculty-Student Proximity, which may give rise to relationships issues, hence the role of mentor





needs to be clearly defined and monitored. The ‘Mentoring Program’ is an initiative which requires an active deployment of all resources of the institution. The Faculty members don the roles of mentors; every student also needs to play an active role in this program. The faculty member’s involvement 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. Contact Details

Name of the Principal: Dr. Sudhir S. Fulzele

Name of the Institution: Dr. Ambedkar Institute of Management Studies & Research

City: Nagpur

Pin Code: 440010

Accredited Status: Applied

Work Phone: 0712 6521204

Website: www.daimsr.in

E-mail: info_mba@daimsr.in

Mobile: 9822563970





**EVALUATIVE REPORT
OF THE DEPARTMENT**



EVALUATIVE REPORT OF THE DEPARTMENT

- 1. Name of the department: Dr. Ambedkar Institute of Management Studies & Research**
- 2. Year of Establishment: 1987**
- 3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)**

S. No.	Name of the Programs Offered	Remarks (UG /PG)
1	Bachelor of Business Administration	Full Time
2	Bachelor of Commerce (Computer Application)	Full Time
3	Master of Business Administration	Full Time
4	Master of Computer Management	Full Time
5	PG Diploma in Computer Commercial Applications	Full Time
6.	Ph.D. (Business Management)	Full Time

- 4. Names of Inter disciplinary courses and the departments/units involved - NIL**

- 5. Annual/semester/choice based credit system (programme wise)**

S. No.	Name of the Programs Offered	Pattern
1	Bachelor of Business Administration	Semester - CBCS
2	Bachelor of Commerce (Computer Application)	Semester - CBCS
3	Master of Business Administration	Semester - CBCS
4	Master of Computer Management	Semester - CBCS
5	PG Diploma in Computer Commercial Applications	Semester - CBCS
6.	Ph.D. (Business Management)	-

- 6. Participation of the department in the courses offered by other departments- NIL**
- 7. Courses in collaboration with other universities, Industries, foreign institutions, etc. NIL**
- 8. Details of courses/programmes discontinued (if any) with reasons- NIL**

**9. Number of teaching posts**

Post	Sanctioned	Filled
Professors	04	03
Associate Professors	07	02
Asst. Professors	49	38

10. Faculty profile with Name, Qualification, Designation, Specialization.

Sr. No.	Name	Qualification	Designation	Specialization	No. of years of Experience	No. of PhD students guided for the last year
1	Dr. Sudhir S. Fulzele	B.E., MBA., Ph.D., UGC- NET	Director	Operations	28	3
2	Dr. Sharmishta Gupta	M.A. (Psychology) Ph.D.	Assistant Professor	OB/ HR	8	NIL
3	Dr. Nirzar M. Kulkarni	B.E., MBA, MCM, PhD. SLET	Professor & Dean (Admin)	Financial Management	23	4
4	Dr. Ashutosh .A. Paturkar	BSc ,B.A., PGDMM, PGDBM, MBA, PhD, MS	Professor & dean Academics	Strategy	31	4
5	Dr. Sujit .G. Metre	B.E.,MBA, M.A., M.Com. ,PhD	Professor	Finance	20	6
6	Dr. Vivek .U. Pimplapure	B.Com., M.Com., MBA, MPhil, PhD	Associate Professor	Financial Management	14	3
7	Dr. Mujahid. J. Siddiqui	DME, AMIE, MBA, LL.M, B.J., PhD. UGC-NET	Assistant Professor	Business Law & Financial Management	22	3
8	Dr. Avish .D. Petras	B.E., MBA, MIRPM, PhD	Assistant Professor	Human Resource Management	19	NIL
9	Dr. Aniruddha. M. Bodhankar	BSc, MSc, DMM, MBA, PhD	Assistant Professor	Marketing Management	28	NIL



10	Dr. Pranay Parashar	B.Com.,M.Com., MBA, PhD. SLET	Assistant Professor	Financial Management	13	NIL
11	Dr. Vikram K. Joshi	BSc ,MSc ,M.A., MBA, PhD	Assistant Professor	Operations Management	18	7
12	Dr. Vandana Rao	B.Com ,B.A., M.Com ,MBA, MPhil, PhD	Assistant Professor	Financial Management	15	NIL
13	Dr. Pushparaj. P. Kulkarni	B.Com, M.Com, MBA, ICWA, MPhil, PhD. UGC-NET	Assistant Professor	Financial Management	12	NIL
14	Dr. Dipesh. D. Uikey	B.E., MBA, MA. PhD. UGC-NET	Assistant Professor	Operations	10	NIL
15	Dr. Ruhi Bakhare	B.Com, M.Com, MBA, PhD	Assistant Professor	Marketing Management	10	4
16	Dr. Rashmi Gupta	B.Com, M.Com, MBA,ISTD(Dip),PhD, UGC-NET	Assistant Professor	Human Resource Management	9	NIL
17	Dr. Snehal Godbole	BSc, MBA, PhD. UGC-NET	Assistant Professor	Marketing Management	18	NIL
18	Dr. Vijay .D. Joshi	BSc, M.A., MPhil, PGDIT, MBA, PhD	Assistant Professor	International Business	26	NIL
19	Prof. Sachin Panchbhai	BSc, B.A., LLM, MBA. UGC-NET	Assistant Professor	Human Resource Management	28	NIL
20	Prof. Ajay Gidwani	B.Com, M.Com, BJ, MBA	Assistant Professor	Marketing Management	15	NIL
21	Prof. Chandresh Chakravorty	B.Com, MMS BJ	Assistant Professor	Marketing Management	8	NIL
22	Prof. Hemant Deshmukh	BSc, MBA	Assistant Professor	Financial Management	16	NIL



23	Prof. Pallavi Sangole	B.E., MBA, UGC-NET	Assistant Professor	Operations Management	8	NIL
24	Prof Pallavi Ughade	B. Tech., MBA	Assistant Professor	Human Resource Management	6	NIL
25	Prof. Sushant Waghmare	B.Com, MBA	Assistant Professor	Human Resource Management	3	NIL
26	Prof Anup Dhore	BBA,MBA	Assistant Professor	Marketing Management	7	NIL
27	Prof. Chetna Soni	B.Com, M.Com, MBA	Assistant Professor	Financial Management	7	NIL
28	Dr. Mrunmayi Chavan	MSc, B.Ed., MPhil, MBA, PhD.	Assistant Professor	Human resource Management	10	NIL
29	Prof. Amardeep Kurukwar	B.E., MBA, MA	Assistant Professor	Operations Management	10	NIL
30	Prof. Raghvendra Mishra	M. Com., MBA, PGDCCA, MCM, UGC- NET	Assistant Professor	Financial Management	11	NIL
31	Dr. Monika Jain	M.Sc, MCM, M.Phil. (IT), M.B.A., UGC- NET Ph.D.	Assistant Professor	Human resource Management	13	NIL
32	Dr. Saket Bansod	MBA , PhD	Assistant Professor	Marketing	5	NIL
33	Prof. Amrita Taide	M.Sc., MBA , UGC-NET	Assistant Professor	Human resource Management	6	
34	Dr. Sarang Javkhedkar	M.Com., M.B.A., Ph.D.	Assistant Professor	Finance IT Marketing	20	NIL
35	Dr. Suparna Deo	B.SC, PGDCA, MCM, MCA, Ph.D.	Assistant Professor	Information Technology	12	NIL
36	Prof. Mitali Gupta*	B.Sc., M.C.M., M.B.A.	Assistant Professor	HR and Web Applications & Developments	12	NIL
37	Prof. Jayant Gondane	B.Sc. 'O' Level from DOEACC MCM, MCA,	Assistant Professor	Operating system Web Applications & Developments	17	NIL
38	Prof. Kothiram N Girsawale	Diploma in Agriculture, BA, MCM, MBA.	Assistant Professor	Information Technology	9	NIL



39	Prof. Sheetal Nafde	M. L. Sc. M.Com, UGC-NET	Assistant Professor	Commerce	7	NIL
40	Dr. Pritichya Tamboli	B.Sc.,MCM, MBA, M.Phil	Assistant Professor	DBMS	7	NIL
41	Prof. Vaishnavi Jichkar	B.Sc., MCM,MBA	Assistant Professor	Software Engineering	8	NIL
42	Prof. Megha Nanhe	B.Com(C.A.), MCM	Assistant Professor	Information System	3	NIL
43	Prof. Sheetal Kene	B.Com., MCM	Assistant Professor	Operating System	2	NIL
44	Prof. Prashant Dupare	B.A., MCA, MCM, MPhil	Assistant Professor	Web Application	16	NIL
45	Prof. Rinki Mulchandani	B.Com., MCM,M.Com	Assistant Professor	Information Technology	7	NIL
46	Prof. Pratik M. Warkhedkar	M.Com. CA (Inter)	Assistant Professor	Accounts	5	NIL
47	Dr. Kanchan R. Gopal	MA(Eng.), PhD	Assistant Professor	Business Comm.	8	NIL
48	Prof. Neha Bawaskar	B. Tech., MA(Eng.)	Assistant Professor	Business Comm.	1	NIL
49	Prof. Abhay Nawathe	M.Com	Assistant Professor	Accounting	2	NIL

11. List of senior visiting faculty -

S. N.	Name of Visiting Faculty	Credentials
1	Dr. Israr Qureshi,	Professor of Entrepreneurship , IE Business School, Madrid, Spain
2	Dr. Kishore Waghmare	Former HOD Dept. of Economics, Hislop College Nagpur
3	Dr. Sarita Karangutkar,	Faculty, VMV College, Nagpur
4	Prof. Q.H. Jeevaji	HoD, RKNEC, Dept. Of Management
5	Capt. C. M. Chitale	HoD, PUMBA, Pune
6.	Dr. E. B. Khedkar	Vice Chancellor, Ajinkya Bhatiya Vidyapeeth
7.	Dr. Ashish Gadekar	Amity University, Mauritius
8.	Dr. Darshan Kariya	Consultant, E&Y, UK
9.	Dr. Abhay Kimmatkar	Vice President, ADCC, Mumbai

**12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty**

S. No.	Name of the Programme	Percentage of Classes
1	Bachelor of Business Administration	19.23%
2	Bachelor of Commerce (Computer Application)	0%
3	Master of Business Administration	0%
4	Master of Computer Management	0%
5	PG Diploma in Computer Commercial Applications	0%
6.	Ph.D. (Business Management)	0%

13. Student-Teacher Ratio (programme wise):

S. No.	Name of the Programme	Student : Teacher Ratio
1	Bachelor of Business Administration	128 : 1
2	Bachelor of Commerce (Computer Application)	90 : 1
3	Master of Business Administration	15 : 1
4	Master of Computer Management	18 : 1
5	PG Diploma in Computer Commercial Applications	4 : 1
6.	Ph.D. (Business Management)	2.5 : 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

Sr. No.	Category	Sanctioned	Filled
1	Academic Support Staff (Technical)	Not Required	Not Applicable
2	Administrative Staff	21	21

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.

Sr. No	Programme	D.Sc	D.Litt	Ph.D	M.Phil	PG
1	Bachelor of Business Administration	-	-	3	-	1
2	Bachelor of Commerce (Computer Application)	-	-	2	-	4
3	Master of Business Administration	-	-	20	-	12
4	Master of Computer Management	-	-	1	1	4
5	PG Diploma in Computer Commercial Applications	-	-	-	-	-
6	Ph.D. (Business Management)	-	-	-	-	-



- 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:**

Number of Faculty	National Funding Agencies	International Funding Agencies	Grants Received
			NIL

- 17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received - NIL**

- 18. Research Centre/facility recognized by the University YES**

- 19. Publications:**

a) Publication per faculty

Number of papers published in peer reviewed journals (National / International) by faculty & students	National	36
	International	65
Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc.)		64
Monographs		01
Chapter in Books		06
Books Edited		02
Books with ISBN/ISSN numbers with details of publishers	46 (Forty Six) ##Books Published (Details in the Table Below)	
Citation Index		32
SNIP		NIL
SJR		NIL
Impact factor		
h-index		3



## Books with ISBN/ISSN numbers with details of publishers				
S. N.	Name of Faculty	Title of Book/Publisher	Year of Publication	ISBN No
1	Dr Nirzar M Kulkarni	Quantitative Techniques, Thakur Publishers Pune	2012	978-93-82249-20-7
2	Dr Nirzar M Kulkarni	International Business, Thakur Publishers, Pune	2014	978-93-82249-76-4
3	Dr Nirzar M Kulkarni	Fundamentals of Business Management, Seth Publishers Pvt. Ltd., Mumbai	2016	978-93-5149-602-1
4	Dr. Vivek U. Pimplapure	Financial Accounting, Seth Publishers Pvt Ltd., Mumbai	2014	978-93-83105-89-2
5	Dr. Vivek U. Pimplapure	Quantitative Techniques, Seth Publishers Pvt Ltd., Mumbai	2014	978-93-83105-90-8
6	Dr. Vivek U. Pimplapure	Principles of Management, Seth Publishers Pvt Ltd., Mumbai	2014	978-93-83105-88-5
7	Dr. Vivek U. Pimplapure	Financial Management, Seth Publishers Pvt Ltd., Mumbai	2014	978-93-83681-67-9
8	Dr. Vivek U. Pimplapure	Cost and Management Accounting, Seth Publishers Pvt Ltd., Mumbai	2014	978-93-83105-60-0
9	Dr. Mujahid J. Siddiqui	Financial Management for Entrepreneurs / Hummingbird Series Publishers Pvt. Ltd.	2016	978-93-5265-398-0
10	Dr. Dipesh Uike	Entrepreneurship Development (Obstacles & Solutions), Himalaya Publishing House	2012	978-93-5097-248-9
11	Dr. Snehal Godbole	Operations Management, Seth Publishers Pvt. Ltd., Mumbai	2013	978-93-83681-54-9
12	Dr. Avish Petras	Production & Operations Mgmt., Thakur Publication, Pune.	2013	978-93-82249-66-5
13	Dr. Pushparaj P. Kulkarni	Financial Accounting, Seth Publishers Pvt Ltd., Mumbai	2014	978-93-83105-89-2
14	Dr. Pushparaj P. Kulkarni	Quantitative Techniques, Seth Publishers Pvt Ltd., Mumbai	2014	978-93-83105-90-8
15	Dr. Pushparaj P. Kulkarni	Principles of Management, Seth Publishers Pvt Ltd., Mumbai	2014	978-93-83105-88-5
16	Dr. Pushparaj P. Kulkarni	Financial Management, Seth Publishers Pvt Ltd., Mumbai	2014	978-93-83681-67-9
17	Dr. Pushparaj P. Kulkarni	Cost and Management Accounting, Seth Publishers Pvt Ltd., Mumbai	2014	978-93-83105-60-0
18	Dr. Vandana Rao	Cost & Management Accounting/ Sheth Publishers Pvt. Ltd., Mumbai	2016-17	978-93-5149-188-0
19	Dr. Saket Bansod	Principles of Marketing Management/ Sheth Publishers Pvt. Ltd., Mumbai	2016-17	978-93-5149-458-4



20	Dr. R.K Mishra	Principles of Marketing Management/ Sheth Publishers Pvt. Ltd., Mumbai	2016-17	978-93-5149-458-4
21	Prof. Rinki Moolchandani	Micro Economics Fundamentals/ Sheth Publishers Pvt. Ltd., Mumbai	2016-17	978-93-5149-682-3
22	Dr. Vandana Rao	Statistics & Computer/ Sheth Publishers Pvt. Ltd., Mumbai	2016-17	978-93-5149-319-8
23	Dr. Vandana Rao	Cost Accounting/ Sheth Publishers Pvt. Ltd., Mumbai	2016-17	978-93-5149-622-9
24	Dr. Vandana Rao	Financial & Management Accounting/ Sheth Publishers Pvt. Ltd., Mumbai	2016-17	978-93-5149-760-8
25	Dr. Vandana Rao	Management Accounting & Financial management/ Sheth Publishers Pvt. Ltd., Mumbai	2016-17	978-93-5149-369-3
26	Dr. Pritichaya Tamboli	Principles of Business Management	2016-17	978-93-5149-761-5
27	Dr. Kanchan R. Gopal	English-II/ Sheth Publishers Pvt. Ltd., Mumbai	2016-17	978-93-5149-762-2
28	Dr. Kanchan R. Gopal	English –II/ Sheth Publishers Pvt. Ltd., Mumbai	2016-17	978-93-5149-758-5
29	Dr. Monika Jain	Computer Application For Business/ Sheth Publishers Pvt. Ltd., Mumbai	2015-16	978-93-5149-436-2
30	Prof. Vaishnavi Jichkar	Computer Application For Business/ Sheth Publishers Pvt. Ltd., Mumbai	2015-16	978-93-5149-436-
31	Dr. Vandana Rao	Environment Management/ Sheth Publishers Pvt. Ltd., Mumbai	2015-16	978-93-5149-189-7
32	Prof. Mitali Gupta	Environment Management/ Sheth Publishers Pvt. Ltd., Mumbai	2015-16	978-93-5149-189-7
33	Dr. Saket Bansod	Principles of Marketing management/ Sheth Publishers Pvt. Ltd., Mumbai	2015-16	978-93-5149-354-9
34	Dr. Monika Jain	Research Methodology/ Sheth Publishers Pvt. Ltd., Mumbai	2015-16	978-93-5149-153-8
35	Dr. Saket Bansod	Research Methodology/ Sheth Publishers Pvt. Ltd., Mumbai	2015-16	978-93-5149-153-8
36	Prof. R.K Mishra	Business and Industrial law/ Sheth Publishers Pvt. Ltd., Mumbai	2015-16	978-93-5149-353-2
37	Dr. Monika Jain	Human Resource Management/ Sheth Publishers Pvt. Ltd., Mumbai	2015-16	978-93-5149-591-8
38	Prof. Amrita Taide	Human Resource Management/ Sheth Publishers Pvt. Ltd., Mumbai	2015-16	978-93-5149-591-8
39	Prof. Pritichaya Tamboli	Fundamentals of Business Management/ Sheth Publishers Pvt. Ltd., Mumbai	2015-16	978-93-5149-602-1
40	Prof. Amrita Taide	Business and Industrial law/ Thakur Publication	2015-16	978-93-5163-602-1
41	Prof. Rinki Moolchandani	Business Economics/ Sheth Publishers Pvt. Ltd., Mumbai	2015-16	978-93-5149-435-5



42	Dr. Vandana Rao	Management Accounting and Financial Management/ Sheth Publishers Pvt. Ltd., Mumbai	2015-16	978-93-5149-189-7
43	Dr. Vandana Rao	Financial Accounting/ Sheth Publishers Pvt. Ltd., Mumbai	2015-16	978-93-5149-719-6
44	Prof. Sheetal Nafde	Financial Accounting/ Sheth Publishers Pvt. Ltd., Mumbai	2015-16	978-93-5149-719-6
45	Prof. Amrita Taide	Business and Industrial law/ Thakur Publishers, Pune	2015-16	978-93-5163-602-1
46	Prof. Rinki Moolchandani	Business Management Ethics and Communication /Taxmann Publications Pvt. Ltd., New Delhi	2014-15	978-93-5071-624-3

20. Areas of consultancy and income generated:

Year	Nature of Consultancy - Name of Organization	Income Generated (In Rupees)
2012-13	Training – Mineral Exploration Corporation Limited	23,000
	Training - GATE FORUM	4,30,000
	Training - LARS ENVIRO	22,255
	Training - AMIT ENTERPRISES	6,00,000
	Training - CAREER CAMPUS	1,85,000
	Training - Public Health Institute (Govt. of Maharashtra)	51,000
2013-14	Employee Satisfaction Survey - Mineral Exploration Corporation Ltd.	94,940
	Training - AMIT ENTERPRISES	9,40,000
	Training - CAREER CAMPUS	10,90,000
	Training - INOPEN TECH	5,000
	Training - Public Health Institute (Govt. of Maharashtra)	23,000
2014-15	Recruitment - Mineral Exploration Corporation Limited	55,200
	Training - CAREER CAMPUS	5,00,000
	Training – Public Health Institute (Govt. of Maharashtra)	20,000
2015-16	Training - AMIT ENTERPRISES	7,83,000
	Training - CAREER CAMPUS	8,00,000
	Training - SEED INFOTECH	18,000
	Training - Public Health Institute (Govt. of Maharashtra)	51,000

**21. Faculty as members in National a) Committee b) International Committee c) Editorial Boards**

National Committee		
Sr. No.	Name	Committee
1	Dr. Monica Jain	UWAN
2	Dr. Vandana Rao	UWAN
International Committee		
Sr. No.	Name	Committee
1	Dr. Sudhir Fulzele	Core Member EU City Development Forum
Editorial Board		
Sr. No.	Name	Committee
1	Dr. Ashutosh Paturkar	Professional review oxford University
		SITM –Symbiosis institute of telecom management
		TBR- SITM Telecom Business review
2	Dr. Ruhi Bakhare	Editorial board Acqitas
		Editorial board Indian Journal of commerce and management studies
		Reviewer of Tata McGraw-Hill Publication
		Editorial board of Radix International journal
		Editorial board of IJMR
3	Dr. Sujit Metre	International journal accounting and financial management research Chennai
		Referee for Vishwakarma institute of journal of management research Pune
		Reviewer for APPEEJEY journal of management and research Jalandhar
		Reviewer for APOTHESIS Tirpude OF journal business research Nagpur
		Reviewer for Acqitas journal management research Nagpur
4	Dr. Nirzar Kulkarni	Reviewer for national research journal LAD College Nagpur
		Blue Ocean Research Journal
		Chief editor for Acqitas journal management research Nagpur
		Members of advisory committee for international journal of management and research (Management Guru)
5	Dr. Vikram Joshi	Book on Statistical Analysis & Hypothesis Testing

**22. Student projects****a) Percentage of students who have done in-house projects including interdepartmental/programme**

Department	Year	Total No. of Students	Percentage of in -house projects
MBA	2015-2016	179	93.22%
	2014-2015	172	98.28%
	2013-2014	190	79.16%
	2012-2013	186	76.22%

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies:

Department	Year	Total No. of Students	Percentage of in -house projects
MBA	2015-2016	31	7.75%
	2014-2015	6	1.5%
	2013-2014	22	5.5%
	2012-2013	20	5%

23. Awards/Recognitions received by faculty and students**Students: Details of University Rank holders**

Academic Year	Programme	Merit Rank	Name of Student
2012-13	BBA	1	Divya Animesh Dhoreliya
		5	T. Sneha
	BCCA	10	Swapnil Uttamrao Gadgil
	MCM	3	Sneha Gangadhar Khobragade
		7	Prerna Fatelal Daduria
	MBA	2	Shweta Jayant Pandit
3		Rucha Ramesh Lohi	
2013-14	BBA	8	Mohnish Ashokrao Mate
	BCCA	2	Amruta Kumari
		7	Shivani Sunil Shastri
	MCM	Nil	Nil
	MBA	1	Bhavana Kanhaiyalal Paliwal
		3	Shital Namdeorao Sonare
10		Neelam Sushil Kedia	
2014-15	BBA	2	Madhu Hemraj Prajapati
		6	Jai Padmakar Kshirsagar



		9	Sakshi Bhudeo Bhattacharya
	BCCA	Nil	Nil
	MCM	Nil	Nil
	MBA	2	Madhavi Diliprao Rajurkar
2015-16	BBA	6	Varsha Mukesh Makhija
	BCCA	3	Deepali Deepak Atre
	MCM	Nil	Nil
	MBA	1	Shiwani Rajiv Shrivastava
7		Silky Vijaykumar Agrawal	

AWARDS / RECOGNITIONS RECEIVED BY FACULTY MEMBERS

Sr. No.	Name of Faculty	Award	Awarding Body	Year
1.	Prof. Rinki Moolchandani	Best Innovation Awards	G.H.Raisoni College Of Eng.& Mgt. Nagpur.	2017
2.	Dr. Monika Jain	Best paper Award	International Conference on "Recent Research development in Science,engineering and Management"	2016
3.	Prof. Rinki Moolchandani	IIND Prize In Avishkar 2016(Stage-III)Interuniversity Research Festival	Mohta Science College,Nagpur	2016
4.	Prof. Sheetal Nafde	IIND Prize In Avishkar 2016(Stage-III)Interuniversity Research Festival	Mohta Science College,Nagpur	2016
5.	Dr. Sujit Metre	National Award for excellence in Science;	Mahatma Fule Talent Research Academy	2016
6.	Nirzar Kulkarni	Prof A.S. Ukhalkar National Award for excellence in Commerce	Mahatma Fule Talent Research Academy	2016
7.	Dr. Sujit Metre	Best Case Award	SMVDU -Shri Mata Vaishnav Devi University - Katara	2015
8.	Dr.Pranay Parashar	Best Case Award	SMVDU -Shri Mata Vaishnav Devi University - Katara	2015
9.	Dr. Rashmi Gupta	Gold Medal in M.Com	RTMNU Nagpur University	2012
10.	Dr. Sujit Metre	SMFI Certificates	IIM - Indore	2012
11.	Dr. Sujit Metre	Best Teacher Award	Raisoni Foundation & Lokshahi Varta	2012
12.	Dr. Sujit Metre	Best Paper Award at National Conference	NIT Graduate School of Management, Nagpur	2012



13.	Dr. Sujit Metre	Second Best Paper Award at National Conference	Sinhgad Institute of Business Administration & Research, Kondhawa	2012
14.	Dr. Sujit Metre	Best Paper Award at International Conference	Pacific University, Udaipur.	2012

Students: Details of National and University Sports Players

S.N.	Activity	Level	Name of Student	Achievements
Academic Session 2015-2016				
1.	Chess	University	Akash Devidas Borkar	Representation
2.	Chess	University	Pratik Kirankumar Larokar	Representation
3.	Chess	University	Chhagan Dudhpachare	Representation
4.	Chess	University	Akash Narendra Thakare	Representation
5.	Chess	University	Muhammad Athar Iqbal Muhd. Naseem	Representation
6.	Badminton	University	Nikhil Raman Gujjanwar	Representation
7.	Badminton	University	Falgun Janardan Togeti	Representation
8.	Badminton	University	Utkul Shriprakash Chandekar	Representation
9.	Badminton	University	Shivani Anil Sharma	Representation
10.	Badminton	University	Shipra Sandeep Kargutkar	Representation
11.	Rope Malkhamb	National	Monika Rajkumar Chafle	Representation
12.	Pistol Shooting	National	Prerna Fulchand Yadav	Representation
13.	Football	University	Amit Jayamon Panicker	Representation
14.	Football	University	Sushilkumar Motilal Gedam	Representation
15.	Football	University	Amol Chandramani Nagrare	Representation
16.	Cricket	University	Gaurav Harish Pandit	Representation
17.	Cricket	University	Amit Kumar Sharma	Representation
18.	Football	University	Mohit Purushottam Bramhane	Representation
19.	Football	University	Tauqeed Ali Khan	Representation
20.	Football	University	Manish Bhojraj Mohite	Representation
21.	Football	University	Varun Shalikram Gawai	Representation
22.	Football	University	Bhavesh Sohan Dawane	Representation
23.	Football	University	Vaibhav Basant Matey	Representation

Academic Session 2014-2015



24.	Archery	University	Sanjeet B. Narnaware	Representation
25.	Basket Ball	University	Mithili N. Pantawane	Representation
26.	Basket Ball	University	Prerna B. Patil	Representation
27.	Basket Ball	University	Prachi Ramteke	Representation
28.	Basket Ball	University	Paral K. Chouriya	Representation
29.	Cricket	University	Saurabh M. Banerjee	Representation
30.	Cricket	University	Surjeet B. Yadav	Representation
31.	Cricket	University	Akshay R. Dadwe	Representation
32.	Cricket	University	Ashishkumar R. Salve	Representation
33.	Cricket	University	Ashrutkumar A. Singh	Representation
34.	Cricket	University	Bhushan D. Damre	Representation
35.	Basketball	University	Tapendri P. Bhosale	Representation
36.	Cricket	University	Atul K. Pohankar	Representation
37.	Cricket	University	Sonu G. Kashyap	Representation
38.	Cricket	University	Ayush A. Chandak	Representation
39.	Cricket	University	Mousam K. Sagare	Representation
40.	Pistol Shooting	University	Prerna F. Yadav	Representation
41.	Pistol Shooting	University	Divya L. Rao	Representation
42.	Hockey	University	Rahul Deshmukh	Representation
Academic Session 2013-2014				
43.	Cricket	University	Amit Balki	Representation
44.	Cricket	University	Anuj Papat	Representation
45.	Cricket	University	Pavan Sanjay Deshpande	Representation
46.	Cricket	University	Rohit Jasiwal	Representation
47.	Cricket	University	Sankalp Vikas Sakhre	Representation
48.	Badminton	University	Shweta Bhaktani	Representation



49.	Cricket	University	Swapnil Punwatkar	Representation
50.	Cricket	University	Tushar Ramesh Savita	Representation
51.	Cricket	University	Anuj Vaidya	Representation
Academic Session 2012-2013				
52.	Cricket	University	Abhishek Vinod Raut	Representation
53.	Cricket	University	Ajinkya Dhale	Representation
54.	Cricket	University	Akshay Umaji Gajbhiye	Representation
55.	Cricket	University	Gaurav Pandit	Representation
56.	Cricket	University	Nikhil Rajesh Jaiswal	Representation
57.	Cricket	University	Rajat Wankar	Representation
58.	Cricket	University	Ravi Mishra	Representation
59.	Cricket	University	Amit Balki	Representation
60.	Cricket	University	Anuj Popat	Representation
61.	Cricket	University	Pavan Sanjay Deshpande	Representation
62.	Cricket	University	Rohit Jaiswal	Representation
63.	Cricket	University	Sankalp Vikas Sakhre	Representation
64.	Cricket	University	Shweta Bhaktani	Representation
65.	Cricket	University	Swapnil Punwatkar	Representation
66.	Cricket	University	Tushar Romesh Savita	Representation
67.	Cricket	University	Naveen Saini	Representation

24. List of eminent academicians and scientists/visitors to the department

Sr. No.	Resource Person / Organization	Topic	Date
1	Dr. Kishor Waghmare, Rtd HOD, Hislop College	Economic Growth: Issues and Challenges	25/02/2012
2	Mr. Kamlakar Pardhi, Rtd Vice-President, Tata Steel, Jamshedpur	Economic Growth: Issues and Challenges	25/02/2012
3	Mr. M. K. Sharma, President, Bajaj Steel.	Global Business Environment Affecting Indian Corporate	9/3/2013
4	Mr. Ashutosh Agrawal, Regional Branch manager, LG Electronics	Global Business Environment Affecting Indian Corporate	9/3/2013



5	Mrs. Anandita Naha, Execuitive Director, DEVASHU services	Global Business Environment Affecting Indian Corporate	9/3/2013
6	Dr. Sarita Karangutkar, Faculty, VMV College	Global Business Environment Affecting Indian Corporate	9/3/2013
7	Rotarian Mrs. Vishakha Rao	Women and Society	9/3/2013
8	Dr. Kshama Kedar	Women and Health	9/3/2013
9	Mrs. Poonam Kukreja	Personality Devlopment	8/3/2014
10	Mr. Chandrashekhar Tilak, VP, NHDL	Capital Market	22/03/2014
11	Mr. Jaydeep Sharma, CA, Nagpur	Recent Trends in Banking	22/03/2014
12	Mr. Arbindo Santra, CFM, Ashok Layland	Recent Trends in FM	22/03/2014
13	Kishore Shintre, Nutreshine	Demographic Divident	8/3/2014
14	Mr. Sitaram Iyer, CA	Funding New Projects	22/03/2014
15	Mr. baldeo Singh Ravat, Resumeitup	Resume Building	26/08/2015
16	Mr. Amit Biwalkar, Director, Sapien Wealth.	Financial Intermediations	26/09/2015
17	Mr. Ranjeet Dani, Director, Think Consultants Pvt Ltd.	Financial Intermediations	26/09/2015
18	Mr. Chirag Joshi, Branch Manager, Sherkhan, Shankar nagar, Nagpur	Financial Intermediations	26/09/2015
19	Mr. Rohan Chahande, Branch Manager, Union Bank Mutual Fund	Financial Intermediations	26/09/2015
20	WG CDR Samir S. Gangakhedkar, with Team SARANG- Aerobatic Team of IAF, PRO, Ministry of Defence, Nagpur	Art of Decision Making	25/09/2015
21	Mr. N. Girish Raju, Ex-Branch Manager, Axis Bank	Current trends in Banking	12/10/2015
22	Mr. Israr Qureshi	Exploring Research Areas	11/12/2015
23	Mr. Gajanan Sakhare, Founder CEO, Smart Colud Infotech Pvt Ltd.	Maniging by Evidence	31/3/2015
24	Mr. Vishwas Mahajan, Director, Talentrackar	Maniging by Evidence	31/3/2015
25	Mr. Shrikant Sampat, Co-founder, iTalent.	Maniging by Evidence	31/3/2015
26	Rachit Bhatt, Nobre Clothing Co.	Maniging by Evidence	31/3/2015
27	Mrs. Chhaya Satpute, Sr. Documentation officer, RGNIIIPM	Introduction to IPR	2/12/2015
28	Mr. Pankaj Borkar, Assistant Controller of P and D, RGNIIIPM	Types of patent application	2/12/2015
29	Mr. Rohan Turior, IPR Attorney	Registration process of Trademark	2/12/2015
30	Mr. Swapnil Gawande, IPR Attorney	Copyright	3/12/2015
31	Mrs Guha, IPR Attorney	Procedure for registration of Copyright	3/12/2015
32	Mohan Diwan, IPR Attorney	Copyright Enfridgement	3/12/2015
33	Mrs. Shilpa Agrawal, Akash Furniture	Confidance at Workplace	1/3/2016



34	Mrs. Meera Khadakar, Retired High Court Judge	Sexual Harrasement of Woman at Workplace	1/3/2016
35	Mrs. Richa Bagla, Director, Textile	Leadership	1/3/2016
36	Mr. Chaitanya Upadhaya	ERP	31/08/2016
37	Mrs. Rachel Mathew, Diector, English Communication	Communication Skills	12/9/2016
38	Mr. Sanjay Karkare, Assistant Divisional Manager, BNHS	Current Scenario of Environment	13/09/2016
39	Col. Sunil Deshpande	Overcoming fear of NO	16/02/2016
40	Sanjavini Jethwani, Associate Business Head, VIACOM	Social Media; A new Mantra for Brand Building	25/2/2016
41	Prashant Iyer, Johnson and Johnson	Social Media; A new Mantra for Brand Building	25/2/2016
42	Pankaj Ramtake, Business Head, Lowelintas	Social Media; A new Mantra for Brand Building	25/2/2016
43	Mr Milind Pariwakam, Incharge tiger cell, WCT	Biodiversity	13/09/2016
44	Mr. Mrudul Chakraborty, TCS	Human Resource Management	1/10/2016
45	Mr. Azam Mashkooor, Dominos	Marketing Management	1/10/2016
46	Mr. Ravikumar Mujumdar, SBI	Demonetization	16/02/2017
47	Mr. Adatya Shrinivas, BSC Stock Exchange ,Mumbai	Stock Market and Demonetization	16/02/2017
48	Mrs. Sujatha K., HR Wockhardt Heart Hospital, Nagpur	Effect of Demonetization on Hospitality Industry	16/02/2017
49	Mr. Daveendeep Dhingra, CA	Demonetization and Investments	16/02/2017
50	Dr. Nikhil Athale	Effect of Demonetization on Economy	16/02/2017
51	Mr. Suresh Rathi, VIA	Effect of Demonetization on Manufacturing Sector	16/02/2017
52	Mr. Nitin Sudame, Spacewood	Effect of Demonetization on Packaging Induatry	16/02/2017
53	Mrs. Mrunalini Fadnavis, Mahila Mahavidalaya	Budget Analysis	11/3/2017
54	Advocate Manjeet Bedi	Sexual harrasement of Woman at Workplace	18/03/2017
55	ACP Reena Janbandhu	Faculty Interaction	
56	Ms. Shiwali Deshpande, Flying Officer	Overcoming fear of NO	26/01/2017
57	Mr. Abhijeet Kelkar, CA Nagpur	Tax reforms in Budget 2017-18	2/11/2017
58	Mr. Sopan Pandhripande	Presented Critical View on Budget 2017-18	2/11/2017
59	Mr. Nirav Panchmatia, CEO, Founder, Aum Financial Advisor	Investor Perspective - Budget 2017-18	2/11/2017

25. Seminars/Conferences/Workshops organized & the source of funding*:

YEAR	LEVEL	SEMINAR	CONFERENCE	WORKSHOP
------	-------	---------	------------	----------



2012	NATIONAL	Title: MIHAN EK Aavhan Date:- 28-08-2012		Title: CRISIL Training for Faculties Date: 27 th August 2012
				Title: Workshop On Teaching Pedagogy & Lesson Planning Date:- 15-18 May 2012
2013	NATIONAL	Title: Backroom to Boardroom Date: 13 Feb 2012	Title: Global Business Environment Affecting Indian Corporate. Date: 9 th March 2013	Title: Research Paper Writing Workshop for Faculty Date:- 02-5-2013 to 4-5- 2013
2014	NATIONAL	Title: Recent trends in Financial Management Date: 22 March 2014	Title: Demographic dividend Date: 8 TH March 2014	Title: Research Methodology Workshop Date:- 17-5-2014 to 23-5- 2014
2015	NATIONAL	Title: Managing by Evidence Date: 28 March 2015	Title: Financial intermediation Date: 26th Sep 2015.	1. Title: Research Methodology Workshop Date:- 28-1-2015 to 04-02- 2015 & 18-12-15 to 27-12-2015 2. Title: Intellectual Property Rights Date: 2 nd and 3 rd Dec 2015 3. Title: interactive session by Mr. Prakash Jadhav, SP Anti-corruption Bureau Date: 3 rd Feb 2015
2016	INTERNATIONAL	Title: Digital Marketing Date: 27 Feb 2016	Title: Recent advancements in Business Environment Date: 1 st October 2016	Title: Research Methodology Workshop Date:- 01-05-2016 to 15-05- 2016
2017	NATIONAL	Title: Demystifying Demon Date: 16 Feb 2017		

* Funding for all above programmes are done form internal funds only.

**26. Student profile programme/course wise: (*M=Male *F=Female)**

Name of Prog: MBA	Applications received	Selected	Enrolled		Pass percentage (%)
			*M	*F	
2015-2016	N/A	238	138	114	87.59
2014-2015	N/A	238	114	124	87.53
2013-2014	N/A	238	109	129	96.45
2012-2013	N/A	238	115	123	93.26

Name of Prog: BBA	Applications received	Selected	Enrolled		Pass percentage (%)
			*M	*F	
2015-2016	300	262	147	115	77
2014-2015	260	242	160	82	80
2013-2014	230	218	137	81	94
2012-2013	240	219	134	85	90
2011-2012	230	219	124	95	86

Name of Prog: BCCA	Applications received	Selected	Enrolled		Pass percentage (%)
			*M	*F	
2015-2016	300	264	155	93	72
2014-2015	210	197	124	73	95
2013-2014	150	132	84	48	76
2012-2013	160	140	86	54	75
2011-2012	165	150	81	69	85

Name of Prog: MCM	Applications received	Selected	Enrolled		Pass percentage (%)
			*M	*F	
2015-2016	57	57	15	42	82.10
2014-2015	62	58	21	37	85.10
2013-2014	55	43	10	33	78.04
2012-2013	60	44	14	30	82.00
2011-2012	70	49	8	41	87.00



Name of Programme: PGDCCA	Applications received	Selected	Enrolled		Pass percentage (%)
			*M	*F	
2015-2016	23	23	9	14	82.79
2014-2015	0	0	0	0	0
2013-2014	19	19	5	14	88.04
2012-2013	25	25	7	18	83.00
2011-2012	14	14	3	11	86.00

*M=Male *F=Female

27. Diversity of Students

Name of the Prog.		% of students from the same state	% of students from other States	% of students from abroad
MBA	2015-2016	95.80	4.20	0
	2014-2015	92.86	7.14	0
	2013-2014	93.70	6.30	0
	2012-2013	94.96	5.04	0

Name of the Prog.		% of students from the same state	% of students from other States	% of students from abroad
BBA	2015-2016	89.30	10.70	0
	2014-2015	87.20	12.80	0
	2013-2014	84.15	15.85	0
	2012-2013	87.45	12.55	0

Name of the Prog.		% of students from the same state	% of students from other States	% of students from abroad
BCCA	2015-2016	88.75	11.25	0
	2014-2015	87.35	12.65	0
	2013-2014	86.30	13.70	0
	2012-2013	81.25	18.75	0



Name of the Prog.		% of students from the same state	% of students from other States	% of students from abroad
MCM	2015-2016	94.66	5.34	0
	2014-2015	95.25	4.75	0
	2013-2014	96.50	3.50	0
	2012-2013	93.30	6.70	0

Name of the Prog.		% of students from the same state	% of students from other States	% of students from abroad
PGDCCA	2015-2016	100	0	0
	2014-2015	100	0	0
	2013-2014	100	0	0
	2012-2013	95	5	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? -

S. No.	Name of the Programme	
1	Bachelor of Business Administration	13
2	Bachelor of Commerce (Computer Application)	22
3	Master of Business Administration	32
4	Master of Computer Management	6
5	PG Diploma in Computer Commercial Applications	3
6.	Ph.D. (Business Management)	-

29. Student progression

Student Progression	Against % enrolled
UG to PG	72 %
PG to M. Phil.	-
PG to Ph.D.	1.3 %
Ph.D.to Post-Doctoral	-
Employed	
• Campus selection	55%
• Other than campus recruitment	28%
Entrepreneurship/Self-employment	3%

**30. Details of Infrastructural facilities****a) Library**

I.	Total Seating capacity				
II.	BOOKS		WEST CAMPUS	EAST CAMPUS	GROSS
	a.	Computer	1111	854	1965
	b.	Commerce	530	3325	3855
	c.	Management	643	7730	8373
	d.	General	358	9091	9449
	Total Books		2642	21000	23642

b) Internet facilities for Staff & Students

Wi-Fi with 10 Mbps bandwidth is available. Wi-Fi access points have been installed at the college campus. Each member of faculty is provided with a computer and internet facility. The students and the faculty can access Wi-Fi facility anywhere inside the campus.

c) Class rooms with ICT facility

Sr. No	Programme	No. of Class Rooms	With ICT	W/o ICT
1	Bachelor of Business Administration	06	03	03
2	Bachelor of Commerce (Comp. Application)	06	03	03
3	Master of Business Administration	09	09	00
4	Master of Computer Management	02	01	01
5	PG Diploma in Comp. Comm. Applications	01	01	00
6	Ph.D. (Business Management)	01	01	00
	TOTAL	25	18	07

**d) Laboratories**

Sr. No	Programme	No. of Comp. Lab	Computers with Internet
1	Bachelor of Business Administration	01	64
2	Bachelor of Commerce (Computer Application)	01	70
3	Master of Business Administration	02	137
4	Master of Computer Management	01	43
5	PG Diploma in Computer Commercial Applications	01	30
6	Ph.D. (Business Management)	00	00
	TOTAL	06	344

31. Number of students receiving financial assistance from college, university, Government or their agencies**a) Financial Assistance from College:**

Sr. No.	Year	No. of Beneficiaries
1	2015-2016	06
2	2014-2015	21
3	2013-2014	07
4	2012-2013	06

b) Financial Assistance from Government:

Sr. No.	Year	No. of Beneficiaries
1	2015-2016	395
2	2014-2015	397
3	2013-2014	413
4	2012-2013	425

**32. Details on student enrichment programmes (special lectures / workshops / Seminar) with external experts.**

STUDENT ENRICHMENT PROGRAMME (WEST CAMPUS)					
S. N.	Resource Person	Company	Topic	Year	Beneficiary Student
1.	Mr. Manmath Deshpande	Head, Aptitude Development Centre, Nagpur	Mathematics For Logical Reasoning In Aptitude Exams	Dec.2016	Graduate and Post Graduate Students of Institute
2.	Mr. Sagar Tavor	Faculty at Money Bee Institute, Nagpur	Financial Programme under Pradhan Mantri Kaushal Vikas Yojana.	Nov.2015	BBA Final Year
3.	Ms. Gaytri Pandit	Faculty at Money Bee Institute, Nagpur	Financial Programme under Pradhan Mantri Kaushal Vikas Yojana.	Nov.2015	B.Com.(C.A.) Final Year
4.	Dr. Sujit G. Metre.	SEBI	Financial Education For Young Investors	Oct.2015	B.Com.(C.A.) 1 st Year
5.	Mrs. Suman Menon	Verbex Solutions, Nagpur	How To Crack The Interviews	Nov.2015	Graduate and Post Graduate Students of Institute
6.	Mr. Manmath Deshpande	Head, Aptitude Development Centre, Nagpur	Vedic Mathematics	Dec. 2015	Graduate and Post Graduate Students of Institute
7.	Mrs. Gargi Banerjee	TCS Trainer	A Training Program For Communication Skill	Dec2014	Final year students and PG students
8.	Ms. Suman Menon	Verbex Solutions, Nagpur	How To Crack The Interviews	Nov.2014	Final year students and PG students.
9.	Mr. Hemant Bhati	TCS Trainer	Training On Group Discussion	Dec.2013	Graduate and Post Graduate Students of Institute



10.	Mr. Harshit Trivedi	TCS Trainer	Training Program For Team Work, Communication Skill	Dec.2013	Graduate and Post Graduate Students of Institute
11.	Mr. Harshit Trivedi	TCS Trainer	A Training Programme For Aptitude Development.	Dec.2013	Final Year students and PG students
12.	Ms. Ruta Chaugole	TCS Trainer	A Training Programme For Aptitude Development.	Dec.2013	Final Year students and PG students
13.	Ms. Sharon Dalgado, Dr. Vandana Rao Dr. Sarang Javkhedkar,	DAIMSR, Nagpur	English Communication , A Training Programme For Aptitude Development.	Dec.2013	Graduate and Post Graduate Students of Institute
14.	Ms. Sharon Dalgado, Dr. Vandana Rao Dr. Sarang Javkhedkar,	DAIMSR, Nagpur	English Communication , A Training Programme For Aptitude Development.	Dec.2012	Graduate and Post Graduate Students of Institute
15.	Mr. Harshit Trivedi	TCS Trainer	Training Program For Team Work, Communication Skill	Dec.2012	Graduate and Post Graduate Students of Institute
16.	Mr. Harshit Trivedi	TCS Trainer	A Training Programme For Aptitude Development.	Dec.2012	Final Year students and PG students
17.	Ms. Ruta Chaugole	TCS Trainer	A Training Programme For Aptitude Development.	Dec.2012	Final Year students and PG students
18.	Mr. Harshit Trivedi	TCS Trainer	A Training Programme For Aptitude Devpt.	Dec. 2011	Final Year students and PG students



19.	Ms. Ruta Chaugole	TCS Trainer	A Training Programme For Aptitude Development.	Dec. 2011	Final Year students and PG students
20.	Dr. Sujit G. Metre.	SEBI	Financial Education For Young Investors	Aug.2011	Graduate and Post Graduate Students of Institute

STUDENT ENRICHMENT PROGRAMME (EAST CAMPUS)					
S. N.	Resource Person	Company	Topic	Year	Beneficiary Student
1	Dr. Atul Shringarpure	Dentist	Utilization of Resources	Oct-02	Sem II MBA
2	Mr. Rajesh Dubey	Bajaj Allianz	Ins. Ind. & Trend	Mar-12	Sem IV MBA
3	Mr. Jayanti Rahate	NEERI	Environment Mgmt.	Mar-12	Sem II MBA
4	Mr. Deepak Maneria	Global Logic	Managing Talent in IT Industries	Sep-12	Sem III MBA
5	Dr. Shiny Chib	NYSS	Dynamic programming	Oct-12	Sem III MBA
6	Mr. Mahesh Wankhede	Industrialist	Plant Location & Layout	Mar-13	Sem II MBA
7	Mr. Amit Zham	Cadence	Marketing Mgmt.	Apr-13	Sem II MBA
8	Mr. K. Saithyanathan	ETA Logistics and Infrastructure	General scenario in India Global opportunity	Sep-13	Sem III MBA
9	Dr. Rahul Mohare	DMIMS	Use of Regression analysis in Business	Sep-13	Sem I MBA
10	Dr. Shyam Shukla	CIBMRD	Business Research	Feb-14	Sem II MBA
11	Shri V. K. Menon	WCL	Materials Management	Feb-14	Sem IV MBA
12	Mr. Rahul Gosavi	Eureka Forbes	Sales Forecasting	Mar-14	Sem II MBA
13	Mr. T. N. Murthy	Visaka Industries	Performance Mgmt.	Mar-14	Sem II MBA
14	Dr. Mrunalini Fadanvis	Mahila Mahavidyalaya	Organizational Behaviour	Apr-14	Sem II MBA
15	Mr. K Sathi Mathan	CONCOR	Opportunity and Challenges in International Business	Aug-14	Sem III MBA
16	Mr. Sandeep Deshpande	Mahindra & Mahindra	Management Practices	Sep-14	Sem I MBA
17	Miss Monika Bhagawagar	Paper age	Entrepreneurship Development	Feb-15	Sem I & III MBA
18	Mr. Rajesh Modak	ECGC	Role of ECGC in Export Promotion	Feb-15	Sem IV MBA
19	Mr. Dharmendar Lakhnapal	Parle Agro	Advanced Mktng Techniques	Mar-15	Sem IV MBA
20	Dr. Vaidehe Marathe	Business Women	Proficiency Mgmt.	Apr-15	Sem II MBA



21	Mr. Ashutosh Umrikar	Pravin Spices	Consumer Behaviour	Apr-15	Sem IV MBA
22	Mr. Niranjan Khatti	Entrepreneur	E-Commerce	Aug-15	Sem-I MBA
23	Mr. Niranjan Khatti	Entrepreneur	Management Information System	Aug-15	Sem-I MBA
24	Mr. T. N. Murthy	Visaka Industries	Key Result Areas	Sep-15	Sem III MBA
25	Mr. Vivek Thakkar	Punit Super Bazar	Retail Formats	Sep-15	Sem III MBA
26	Mrs. Vaishali Kaware	Creative Craft	Creativity Amongst Women	Oct-15	Sem II & IV MBA
27	Mr. Rishi Chaurasiya	Vikalp Education	Quantitative Techniques	Oct-15	Sem I MBA
28	Dr. Ramesh Daryapurkar	Lars Enviro	Ethics of Environment	Oct-15	Sem II MBA
29	Mr. Udayan Banerjee	Gammon India Ltd.	Operations Mgmt.	Dec-15	Sem III MBA
30	Mr. Ramesh Dariyapurkar	Lars Enviro	Environment Mgmt.	Jan-16	Sem II MBA
31	Dr. Vikram Singh Tomar	UMS India	Personality Development	Feb-16	Sem II & IV MBA
32	Mrs. Nirmala Kandelgaonkar	Vivam Solid Waste Mgmt.	Women Empowerment	Mar-16	Sem I & III MBA
33	Mr. K. Sukumaran	NISM	Indian Capital Markets	Mar-16	Sem II MBA
34	Mr. Sanjay Arora	Shells Advertising Inc	Transformative Power of Brands	Mar-16	Sem II MBA
35	Mr. S.P. Sadar	Spanco	Human Resource Mgmt.	Jul-16	Sem III MBA
36	Dr. Amol Kadu & Dr. Swapna Khanjode	KRIMS	Health Mgmt.	Aug-16	Sem I MBA
37	Dr. Kishore Waghmare	International Trade consultant to Haldiram's Food International	Indian Economy - Current Scenario	Aug-16	Sem I MBA
38	Mr. Chaitanya Upadhye	Vodaphone	ERP	Aug-16	Sem I MBA
39	Mrs. Reeta Agrawal	Manodaya	Women Leadership	Sep-16	Sem II & IV MBA
40	Mr. Hemendra Sata	Dinshaw's	Corporate Orientation	Sep-16	Sem III MBA
41	Mr. Vishal Shah	Karvy	Financial Mgmt.	Sep-16	Sem III MBA
42	Mr. Sanjay Arora	Shells Inc.	Brand Mgmt.	Sep-16	Sem I & III MBA
43	Mr. Mukund Mohta	Kapilansh Dhatu	Selg Mgmt.	Sep-16	Sem I & III MBA
44	Mr. Hemant Lodha	SMS Infra	Entrepreneurship Development	Sep-16	Sem I & III MBA
45	Mr. Vivek Thakkar	Punit Super Bazar	Retail Formats	Sep-16	Sem III MBA
46	Mrs. Mansi Rauniyar	Oppo Mobile	Cracking The Interviews	Oct-16	Sem III MBA
47	Mr. Rishi Chaurasiya	Vikalp Education	Apptitude Test Cracking	Oct-16	Sem III MBA
48	Mr. Patrikar	Vikalp Education	Group Discussion	Oct-16	Sem III MBA
49	Mr. V.V.L. Narayana	CRIS	Technology in Public Sectors	Jan-17	Sem II MBA



50	Mr. Bimalendra Das Sharma	Tata Aeronautics Ltd.	HR Compass	Jan-17	Sem II MBA
51	Mrs. Sapna Sharma	Counsellor	Motivation	Mar-17	Sem II & IV MBA
52	Mr. K. Sukumaran	NISM	Economic Reforms	Mar-17	Sem II MBA
53	Mr. Karan Singh Chhatre	Future Life Style Fashion Ltd.	Marketing Mgmt.	Mar-17	Sem II MBA

33. Teaching methods adopted to improve student learning

S. N.	TEACHING METHOD	OBJECTIVE
1	Case Studies	<ol style="list-style-type: none"> 1. Improving attention to detail 2. Develop holistic Analytical Skills 3. Innovation in identifying possible solutions 4. Improving assessment abilities 5. Learning to identify cause and effect networks 6. Improving decision-making skills
2	Presentations	<ol style="list-style-type: none"> 1. Improving communication skills 2. Developing self-confidence 3. Improving body-language 4. Improving voice modulation 5. Improved peer-to-peer learning 6. Learning through Teaching
3	News Articles	<ol style="list-style-type: none"> 1. Improved situational assessment 2. Improved general and specific (topic-related) knowledge 3. Developing problem solving abilities 4. Improved market understanding 5. Improved reading and comprehension skills 6. Learning through Reading
4	Role Plays	<ol style="list-style-type: none"> 1. Confidence building 2. Develop listening skills 3. Developing stage presence 4. Creative problem solving 5. Developing a multitude of perspectives for a single situation 6. Learning through Doing
5	Poster	<ol style="list-style-type: none"> 1. Creative means of expression 2. Showcasing structured thoughts through a creative framework



		<ol style="list-style-type: none">3. Expression of a situation/topic using visual medium4. Team building5. Increased peer-to-peer interaction6. Learning through Ideating
6	Site Visits	<ol style="list-style-type: none">1. First contact with live processes2. First interaction with professional in a particular field3. Eye-opener for new learners4. Exposure to actual work etiquettes5. Learning through Observing
7	Videos	<ol style="list-style-type: none">1. Improved retention of topics2. Improved visualization of topics3. Greater understanding of a particular topic4. Entertaining means of precise instruction5. Leering through Seeing
8	Management Games	<ol style="list-style-type: none">1. Increased Peer-to-Peer interaction2. Team-building exercises3. Leadership development (for those who take up the initiative)4. Improved creative thinking abilities5. Improved adaptability among students6. Learning through Playing

**34. Participation in Institutional Social Responsibility (ISR) and Extension activity**

ACTIVITIES UNDER INSTITUTIONAL SOCIAL RESPONSIBILITY – WEST CAMPUS			
S. No.	Activity	Year	Description
1	Cleanliness drive in the adopted village	2017	Awareness of Swachh Bharat Abhiyaan at Manglur” village.
2	Joy of Giving	2016	Donation of clothes, books, medicines and toys were given to a NGO “GOONJ” as a part of Joy of Giving Week.
3	Visit to Mundle ‘s Blind Relief Association	2016	Donation of soft toys and clothes. Various fun activities were conducted for the students.
4	Blood Donation Camp	2016	Blood donation camp was organized in collaboration with GST Blood Bank.
5	Village Adoption	2016	“Manglur” village was adopted by DAIMSR under NSS activity.
6	Nirmalaya Sankalan	2016	In coordination with NMC, NSS students helped the authorities in collection of immersed idols and nirmalaya sankalan
7	Green Bharat	2015	Tree plantation activity was carried out in the college campus.
8	Respect Towards National Flag (Flag collection)	2015	Several students visited 16th August and 27th January to pick up the thrown flags and to gather the litter.
9	Dussehra Volunteering	2015	Students helped the Nagpur Police in maintaining law and order at Deekshabhoomi.
10	Work for smart city	2015	In coordination with NMC ,students helped in data entry of the survey conducted for smart city ,Nagpur.
11	Nagpur Marathon	2014	Students volunteered at the Nagpur Marathon event in controlling the traffic and guiding the general public.
12	Lighting the Lamp	2014	Students of DAIMSR helped the students of “Blind Relief Association” in selling the “Diwali Diyas” made by them.
13	Awareness among Laborers	2013	Awareness was created among laborers regarding necessity of toilets, cleanliness and importance of education for children at “Jobanikhapa”.



ACTIVITIES UNDER INSTITUTIONAL SOCIAL RESPONSIBILITY – EAST CAMPUS			
S. No.	Activity	Description	Year
1	Project 'SMILE'	Sale of Handmade Rakhees & Diyas made by Specially Abled Children of SSS	2012
2	Cyclothon	Environment & Health Awareness	2012
3	Project 'SMILE'	Visit to Sandya Sanvardhan Sanstha, Butibori	2013
4	Project 'SMILE'	Sale of Handmade Rakhees & Diyas made by Specially Abled Children of SSS	2013
5	Project 'SMILE'	Visit of Mundle Blind Relief School	2013
6	Cyclothon	Environment & Health Awareness	2013
7	Anhiyaan-13	Fundraiser for Blind Graduate Forum of India	2013
8	Feeding & Clothing of Beggars	Feeding, Medical Assistance, Rehabilitation of Mentally Weak Beggars	2014
9	Encouraging 'Eunuch -Third Gender'	Workshop for Being Self-Dependent	2014
10	Counselling of Slum Dwelling Students	Counselling on Career Options after SSC & HSSC	2014
11	Project 'SMILE'	Sale of Handmade Rakhees & Diyas made by Specially Abled Children of SSS	2014
12	Cyclothon	Environment & Health Awareness	2014
13	Abhiyaan-14	Fundraiser for Blind Graduate Forum of India	2014
14	Feeding & Clothing of Beggars	Feeding, Medical Assistance, Rehabilitation of Mentally Weak Beggars	2015
15	Project 'SMILE'	Sale of Handmade Rakhees & Diyas made by Specially Abled Children of SSS	2015
16	Cyclothon	Environment & Health Awareness	2015
17	Feeding & Clothing of Beggars	Feeding, Medical Assistance, Rehabilitation of Mentally Weak Beggars	2016
18	Project 'SMILE'	Sale of Handmade Rakhees & Diyas made by Specially Abled Children of SSS	2016
19	Cyclothon	Environment & Health Awareness	2016
20	Abhiyaan-16	Chocolate Day Celebration at Deaf & Dumb School	2016



21	Abhiyaan-16	Fundraiser for Blind Graduate Forum of India	2016
22	Feeding & Clothing of Beggars	Feeding, Medical Assistance, Rehabilitation of Mentally Weak Beggars	2017
23	Visit to Biodiversity Park	Guided Study Tour on Biodiversity alongwith BNHS, Nagpur	2017
24	Abhiyaan-17	Distribution of Nest Boxes & Water Bowls in Laxminagar on the eve of World Sparrow Day	2017
25	Visit to Biodiversity Park	Guided Study Tour on Biodiversity alongwith BNHS, Nagpur	2017
26	Abhiyaan-17	Distribution of Nest Boxes & Water Bowls in Laxminagar on the eve of World Sparrow Day	2017
27	Cyclothon	Environment & Health Awareness	2017
28	Camp	Breast Cancer Awareness Camp at Samadha Ashram, Jaripatka	2017
29	Women's Day	Women's Day Celebration on Theme of 'Health, Safety, Beauty & Smile'	2017

EXTENSION ACTIVITIES – WEST CAMPUS

Sr. No.	Name	Institute	ACTIVITY	Year
1	Prof. Rinki Moolchandani	L.A.D & Smt. R.P. College for Women, Nagpur	Guest Lecture on “Innovations and use of ICT’	2017
2	Prof. Rinki Moolchandani	L.A.D & Smt. R.P. College for Women ,Nagpur	Guest Lecture on Latest Trends in IT	2016
3	Dr. Vandana Rao	Western Coal Fields Ltd. , Nagpur.	Guest Lecture on “Emotional Intelligence”	2016
4	Dr. Vandana Rao	Western Coal Fields Ltd., Nagpur.	Guest Lecture on “Self-Analysis”	2016
5	Dr. Monika Jain	Tripude Institute of Management Education, Nagpur.	As a Panel Member for “Personal Interview”	2016
6	Dr. Vandana Rao	Tripude Institute of Management Education, Nagpur.	Panel Member for “Personal Interview”	2016
7	Prof. Rinki Moolchandani	UGC Human Resource Development Center, Nagpur.	Guest Lecture on “Web 2.0 Tools”	2016
8	Prof. Rinki Moolchandani	Department of Business Economics, RTMNU, Nagpur.	Workshop on “Tips and Techniques of Excel”	2016



9	Prof. Rinki Moolchandani	Department of Business Economics ,RTMNU, Nagpur.	Guest Lecture on “Case Study Analysis”	2016
10	Dr. Saket Bansod	Laxminarayan Institute of Technology, Nagpur.	Workshop on GD and PI	2015
11	Dr. Vandana Rao	Mineral Exploration Corporation Limited, Nagpur.	“Guest Lecture on Communication Skills”	2014
EAST CAMPUS				
1	Dr. Ashutosh Paturkar	LTIMSR	Session expert	2011
2	Dr. Sujit Metre	Pacific University, Udaipur	Special Lecture on 'Financial Management'	2012
3	Dr. Sujit Metre	National Conference, Nagpur	Session Chair in General Management	2012
4	Dr. Sujit Metre	MECL, Nagpur	Guest Speaker on Productivity Week	2012
5	Dr. Ruhi Bakhare	MITCON, Nagpur	Resource Person for 'IPR Workshop'	2012
6	Dr. Rashmi Gupta	National Fertilizers	Guest Lecture on 'Personality Development'	2012
7	Dr. Vikram Joshi	MECL, Nagpur	MDP for Engineers on 'Materials Management'	2012
8	Dr. Vikram Joshi	NSSO, Nagpur	Guest lecture on 'Statistics and Decision Making'	2012
9	Dr. Vikram Joshi	RAMETI	Guest lecture on 'Analysis & Interpretation of Market Research'	2012
10	Dr. Nirzar Kulkarni	UGC Academic Staff College, Nagpur	Guest Lecture on 'Change Management'	2012
11	Dr. Nirzar Kulkarni	UGC Academic Staff College, Nagpur	Guest Lecture on 'Work Culture'	2012
12	Dr. Nirzar Kulkarni	UGC Academic Staff College, Nagpur	Refreher Course in 'Strategic Management'	2012
13	Dr. Nirzar Kulkarni	Ambedkar College	Guest Speaker on 'Professional Competency in Higher Education'	2012
14	Dr. Nirzar Kulkarni	G.H. Rasoni Institute of Management, Nagpur	Resource Person for 'New MBA Course & Grading System for Teachers'	2012
15	Dr. Nirzar Kulkarni	G.H. Rasoni Institute of Information Technology, Nagpur	Resource Person for 'Two-Day Syllabus Orientation Program for MBA Environment'	2012
16	Dr. Nirzar Kulkarni	PDKV, Akola	Resource Person for 'National Seminar on Agri-Business'	2012
17	Dr. Nirzar Kulkarni	Department of Business Management, RTMNU	Panelist of GDPI	2012
18	Dr. Ashutosh Paturkar	PHI, Nagpur	On Expert Panel for Conduction 'Training of MO & Non-MO'	2012
19	Dr. Ashutosh Paturkar	WCL, Nagpur	Training of Managerial and Executive Staff	2012
20	Dr. Ashutosh Paturkar	MECL, Nagpur	Training of Managerial and Executive Staff	2012
21	Dr. Ashutosh Paturkar	MAHAGENCO, Nagpur	Employee Training on 'Leadership & Team-Building, Personality Development, Conflict Management'	2012



22	Dr. Ashutosh Paturkar	R C Plasto Tanks & Pipes Pvt. Ltd.	Training on 'Product Promotion' for Managers & Executives'	2012
23	Dr. Ashutosh Paturkar	Juvenor	Training of Managers & Executives on 'Promotion of Products'	2012
24	Dr. Ashutosh Paturkar	Kapilansh Dhatu True Farm Agro-Products	Training of Managers & Executives	2012
25	Dr. Ashutosh Paturkar	MECL, Nagpur	Guest Lecture on 'Negotiation Skills'	2012
26	Dr. Ashutosh Paturkar	MECL, Nagpur	Guest Lecture on 'Effective Leadership Styles'	2012
27	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Effective Communication'	2012
28	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Leadership & Leadership Styles'	2012
29	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Negotiation Skills'	2012
30	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Leadership Development'	2012
31	Dr. Ashutosh Paturkar	Railway staff college, Vadodara	Visiting faculty for advanced management programme	2012
32	Dr. Ashutosh Paturkar	Tryambakeshwar	State Level Seminar, Tryambakeshwar	2012
33	Dr. Ashutosh Paturkar	NSSO	Interpersonal Skills	2012
34	Prof. Ajay Gidwani	Arohic Pharma Pvt. Ltd.	Consultant for Brand Development, Promotional Activities, Recruitment & Selection, Training & Development	2012
35	Dr. Sujit Metre	International Conference, Nagpur University	Chair Person on theme of 'Innovation'	2013
36	Dr. Sujit Metre	International Conference, Nagpur University	Panelist on 'Management Education'	2013
37	Dr. Avish Petras	VIA (Vidharbha Industries Association), Nagpur	Resource Person on topic of 'Industrial Counselling'	2013
38	Dr. Pushpraj Kulkarni	MECL, Nagpur	Resource Person in 'Risk Management'	2013
39	Dr. Rashmi Gupta	NSSO, Nagpur	Resource Person in 'Research Methodology Workshop'	2013
40	Dr. Nirzar Kulkarni	Vanamati	Resource Person for 'Network Analysis for Project Management'	2013
41	Dr. Nirzar Kulkarni	UGC Academic Staff College, Nagpur	Guest Lecture on 'Change Management'	2013
42	Dr. Nirzar Kulkarni	UGC Academic Staff College, Nagpur	Guest Lecture on 'Attitude Development'	2013
43	Dr. Nirzar Kulkarni	DNC College, Nagpur	Training Program for District Level Education Officer ICT	2013
44	Dr. Nirzar Kulkarni	G.H. Rasoni College of Engineering, Nagpur	Invited as an Expert for framing 'Scheme & Syllabus of Management'	2013
45	Dr. Ashutosh Paturkar	PHI, Nagpur	On Expert Panel for Conduction 'Training of MO & Non-MO'	2013
46	Dr. Ashutosh Paturkar	WCL, Nagpur	Training of Managerial and Executive Staff	2013
47	Dr. Ashutosh Paturkar	MECL, Nagpur	Training of Managerial and Executive Staff	2013
48	Dr. Ashutosh Paturkar	MAHAGENCO, Nagpur	Employee Training on 'Leadership & Team-Building, Personality Development, Conflict Management'	2013



49	Dr. Ashutosh Paturkar	R C Plasto Tanks & Pipes Pvt. Ltd.	Training on 'Product Promotion' for Managers & Executives'	2013
50	Dr. Ashutosh Paturkar	Juvenor	Training of Managers & Executives on 'Promotion of Products'	2013
51	Dr. Ashutosh Paturkar	Kapilansh Dhatu True Farm Agro-Products	Training of Managers & Executives	2013
52	Dr. Ashutosh Paturkar	MECL, Nagpur	Guest Lecture on 'Power & Influence'	2013
53	Dr. Ashutosh Paturkar	MECL, Nagpur	Guest Lecture on 'Leadership Skills'	2013
54	Dr. Ashutosh Paturkar	MECL, Nagpur	Guest Lecture on 'Leadership & Values'	2013
55	Dr. Ashutosh Paturkar	MECL, Nagpur	Guest Lecture on 'Philanthropic Responsibilities'	2013
56	Dr. Ashutosh Paturkar	MECL, Nagpur	Guest Lecture on 'Essentials of Conversation'	2013
57	Dr. Ashutosh Paturkar	MECL, Nagpur	Guest Lecture on 'Situational Leadership'	2013
58	Dr. Ashutosh Paturkar	MECL, Nagpur	Guest Lecture on 'Strategic Risk'	2013
59	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Leadership Development & Leadership Styles'	2013
60	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Conflict Management & Negotiations'	2013
61	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Effective Communication'	2013
62	Prof. Ajay Gidwani	Arohic Pharma Pvt. Ltd.	Consultant for Brand Development, Promotional Activities, Recruitment & Selection, Training & Development	2013
63	Dr. Dipesh Uike	Department of Business Management, RTMNU	Lectures on E-Business	2014
64	Dr. Sujit Metre	WOSA, New Delhi	Panelist on 'Accreditation'	2014
65	Dr. Ruhi Bakhare	Vanamati, Nagpur	Training on 'Time Management'	2014
66	Dr. Ruhi Bakhare	Adademic Staff College, Nagpur	Guest Speaker on 'Brand Management'	2014
67	Dr. Vivek Pimplapure	PHI, Nagpur	Resource Person on 'Financial Management'	2014
68	Dr. Vivek Pimplapure	M.COM, RTMNU	Lectures on Cost Accountancy	2014
69	Dr. Pushpraj Kulkarni	PHI, Nagpur	Resource Person in 'Leading Meetings'	2014
70	Dr. Pushpraj Kulkarni	M.COM, RTMNU	Lectures on 'Financial Accounts'	2014
71	Dr. Snehal Godbole	PHI, Nagpur	Resource Person in 'Time Management'	2014
72	Dr. Snehal Godbole	MSME, Nagpur	Resource Person in 'Import/Export Procedure'	2014
73	Dr. Snehal Godbole	MECL, Nagpur	Resource Person in 'Non-Verbal Communication'	2014
74	Dr. Snehal Godbole	YCCE Group, Nagpur	Training program on 'Campus Recruitment'	2014
75	Prof. Hemant Deshmukh	Ambedkar College, Nagpur	Resource Person in 'Research Methodology Workshop'	2014
76	Prof. Amardeep Kurukwar	University Library, RTMNU	Resource Person in 'Preparation towards Competitive Exams'	2014
77	Dr. Rashmi Gupta	MECL, Nagpur	Guest Lecture on 'Employee Motivation'	2014
78	Dr. Rashmi Gupta	PHI, Nagpur	Guest Lecture on 'Employee Motivation'	2014
79	Dr. Vikram Joshi	Ambedkar College, Academic Staff College, RTMNU	Resource Person for 'Data Collection Techniques'	2014



80	Dr. Vikram Joshi	Ambedkar College, Academic Staff College, RTMNU	Resource Person for ' Hypothesis Testing & Data Analysis'	2014
81	Dr. Mujahid Siddiqui	UGC Academic Staff College, Nagpur	Training on 'Teacher's Orientation Program'	2014
82	Dr. Mujahid Siddiqui	E-Cell, IIT Mumbai	Guest Lecture on 'Eureka-Workshop on Entrepreneurship'	2014
83	Dr. Nirzar Kulkarni	UGC Academic Staff College, Nagpur	Guest Lecture on 'Change Management'	2014
84	Dr. Nirzar Kulkarni	RTMNU	Resource Person for 'Choice Based Credit System'	2014
85	Dr. Nirzar Kulkarni	DMIMS, Nagpur	Invited as an Expert Member for 'Board of Studies'	2014
86	Dr. Nirzar Kulkarni	Vidya Vikas Commerce & Science College, Wardha	Invited as an Expert for 'New Syllabus Orientation for B.Com.'	2014
87	Dr. Ashutosh Paturkar	PHI, Nagpur	On Expert Panel for Conduction 'Training of MO & Non-MO'	2014
88	Dr. Ashutosh Paturkar	WCL, Nagpur	Training of Managerial and Executive Staff	2014
89	Dr. Ashutosh Paturkar	MECL, Nagpur	Training of Managerial and Executive Staff	2014
90	Dr. Ashutosh Paturkar	MAHAGENCO, Nagpur	Employee Training on 'Leadership & Team- Building, Personality Development, Conflict Management'	2014
91	Dr. Ashutosh Paturkar	R C Plasto Tanks & Pipes Pvt. Ltd.	Training on 'Product Promotion' for Managers & Executives'	2014
92	Dr. Ashutosh Paturkar	Juvenor	Training of Managers & Executives on 'Promotion of Products'	2014
93	Dr. Ashutosh Paturkar	Kapilansh Dhatu True Farm Agro-Products	Training of Managers & Executives	2014
94	Dr. Ashutosh Paturkar	Oxford University Press	Invited as an Expert for Review of three Chapters of Brand Management	2014
95	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Stress & Conflict Management'	2014
96	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Leadership Development'	2014
97	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Conflict Management'	2014
98	Dr. Ashutosh Paturkar	Railway staff college, Vadodara	Visiting faculty for advanced management programme	2014
99	Dr. Ashutosh Paturkar	Shikshak Sahakari Bank	Conducted Training Program	2014
100	Dr. Ashutosh Paturkar	KTC	Training Program	2014
101	Dr. Ashutosh Paturkar	UGC Academic Staff Collage	Generating Ideas in Research	2014
102	Dr. Ashutosh Paturkar	PCE	Generation of Ideas in Research	2014
103	Dr. Ashutosh Paturkar	MSEDCL	Training on Labour Management	2014
104	Dr. Ashutosh Paturkar	DMIMS	Expert to Validate Subject PPTs	2014
105	Dr. Ashutosh Paturkar	UGC Academic Staff Collage	Conflic Management	2014
106	Dr. Ashutosh Paturkar	VIA	Creating Marketing Opportunities throug product development	2014
107	Dr. Ashutosh Paturkar	GHRCCST	Gyan Manthan	2014
108	Dr. Ashutosh Paturkar	SBJain Institute of Tech	Chair MM Track National Conference	2014



109	Dr. Ashutosh Paturkar	Dayanand Arya Kanya Mahavidyalaya	ICT Revolution and New Trends in Teaching & Learning Process	2014
110	Prof. Ajay Gidwani	Arobic Pharma Pvt. Ltd.	Consultant for Brand Development, Promotional Activities, Recruitment & Selection, Training & Development	2014
111	Prof. Ajay Gidwani	LAD College, Nagpur	Guest Lecture on 'Promotion-Mix'	2014
112	Dr. Dipesh Uike	Department of Business Management, RTMNU	Lectures on ERP	2015
113	Prof. Chandresh Chokrovory	PDKV (Punjab Rao Deshmukh Krishi Vidyapeeth, Nagpur	Lectures on Marketing	2015
114	Prof. Chandresh Chokrovory	BARTI (Baba Sahab Ambedkar Research and Training Institute	Lectures on Aptitude Reasoning	2015
115	Prof. Chandresh Chokrovory	MCED (Maharashtra Centre for Entrepreneurship Development)	Guest Lecuture on Marketing	2015
116	Dr. Sujit Metre	International Conference , IIM Ahmedabad	Panelist on 'Innovation'	2015
117	Dr. Sujit Metre	International Conference , Nagpur University	Chair Person on 'Enterprise Value Creation'	2015
118	Dr. Pranay Parashar	Amravati University, Amravati	Resource person in 'Financial Management'	2015
119	Dr. Pranay Parashar	N.M.D. College, Gondia	Resource Person in ' Financial Awareness'	2015
120	Dr. Avish Petras	Leads Outreach	Workshop on Youth Leadership	2015
121	Dr. Ruhi Bakhare	Vanamati, Nagpur	Training on 'Inter Personal Relationship'	2015
122	Dr. Vivek Pimlapure	PHI, Nagpur	Resource Person on 'Health Economics'	2015
123	Dr. Vivek Pimlapure	M.COM, RTMNU	Lectures on Cost Accountancy	2015
124	Dr. Pushpraj Kulkarni	PHI, Nagpur	Resource Person in 'Leading Meetings'	2015
125	Dr. Pushpraj Kulkarni	M.COM, RTMNU	Lectures on 'Financial Accounts'	2015
126	Dr. Snehal Godbole	PHI, Nagpur	Resource Person in 'Time Management'	2015
127	Dr. Snehal Godbole	YCCE Group, Nagpur	Training program on 'Campus Recruitment'	2015
128	Dr. Vijay Joshi	MECL, Nagpur	Resource Person in 'Lean Management'	2015
129	Prof. Hemant Deshmukh	Ambedkar College, Nagpur	Resource Person in 'Research Methodology Workshop'	2015
130	Prof. Amardeep Kurukwar	University Library, RTMNU	Resource Person in 'Prepration towards Competitive Exams '	2015
131	Dr. Rashmi Gupta	MECL, Nagpur	Guest Lecture on 'Basics of HRM'	2015
132	Dr. Rashmi Gupta	PHI, Nagpur	Guest Lecture on 'Basics of HRM'	2015
133	Dr. Vikram Joshi	Ambedkar College, Academic Staff College, RTMNU	Resource Person for 'Research Design, Data Collection Techniques, Hypothesis Testing & Data Analysis'	2015
134	Dr. Mujahid Siddiqui	CII	FDP for Tribal it is	2015
135	Dr. Nirzar Kulkarni	LAD College (M.Tech. Cosmetic Technology), Nagpur	Guest Lecture on 'Process Management'	2015
136	Dr. Nirzar Kulkarni	RTMNU	Invited as an Expert Member for 'CBCS Adoption in Faculty of Commerce'	2015



137	Dr. Nirzar Kulkarni	Jawaharlal Nehru Arts & Commerce College, Wardha	Guest Speaker on 'Environment Management & Economic Development'	2015
138	Dr. Nirzar Kulkarni	RTMNU	Invited as an Expert Member of Selection Team for 'Avishkar-15'	2015
139	Dr. Nirzar Kulkarni	YCCE, Nagpur	Invited as an Expert for 'Curriculum Development Workshop'	2015
140	Dr. Nirzar Kulkarni	Radhikatai College of Engineering, Green Heaven Institute of Management, MFTRA Academy	Invited as an Expert on 'Changing Military Role - Present Context'	2015
141	Dr. Ashutosh Paturkar	PHI, Nagpur	On Expert Panel for Conduction 'Training of MO & Non-MO'	2015
142	Dr. Ashutosh Paturkar	WCL, Nagpur	Training of Managerial and Executive Staff	2015
143	Dr. Ashutosh Paturkar	MECL, Nagpur	Training of Managerial and Executive Staff	2015
144	Dr. Ashutosh Paturkar	MAHAGENCO, Nagpur	Employee Training on 'Leadership & Team-Building, Personality Development, Conflict Management'	2015
145	Dr. Ashutosh Paturkar	R C Plasto Tanks & Pipes Pvt. Ltd.	Training on 'Product Promotion' for Managers & Executives'	2015
146	Dr. Ashutosh Paturkar	Juvenor	Training of Managers & Executives on 'Promotion of Products'	2015
147	Dr. Ashutosh Paturkar	Kapilansh Dhatu True Farm Agro-Products	Training of Managers & Executives	2015
148	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Management Principles & Functions'	2015
149	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Transactional Analysis & Conflict Resolution'	2015
150	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Conflict Management'	2015
151	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Negotiation Skills'	2015
152	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Interpersonal Negotiations'	2015
153	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Transactional Analysis'	2015
154	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Conflict Management'	2015
155	Dr. Ashutosh Paturkar	KTC	Training Program	2015
156	Dr. Ashutosh Paturkar	CIBMRD, RCOEM,	RM & DA	2015
157	Dr. Ashutosh Paturkar	RTMNU	RTMNU Refresher course	2015
158	Dr. Ashutosh Paturkar	CIBMRD	Panel Discussion	2015
159	Dr. Ashutosh Paturkar	NADP	Strategy for cost reduction, Workshop	2015
160	Dr. Ashutosh Paturkar	Dept. HS RTMNU	RM & QD	2015
161	Dr. Ashutosh Paturkar	NADP	Administrative Theories	2015
162	Dr. Ashutosh Paturkar	NADP	Best Practices G2C, B2C, B2B	2015
163	Prof. Ajay Gidwani	Arobic Pharma Pvt. Ltd.	Consultant for Brand Development, Promotional Activities, Recruitment & Selection, Training & Development	2015
164	Prof. Ajay Gidwani	Mahila Mahavidyalaya	Judge for 'Intercollegiate Debate Competition'	2015
165	Prof. Ajay Gidwani	Srimati Binzani Mahila Mahavidyalaya	Judge for 'Inter-Collegiate Advertisement Review Competition'	2015
166	Prof. Ajay Gidwani	VANAMATI	Guest Lecture on 'Event Management'	2015
167		ICAI, Nagpur	Guest Lecture on 'Attitude Development'	2015



168	Prof. Chandresh Chokrovory	PDKV (Punjab Rao Deshmukh Krishi Vidyapeeth, Nagpur	Lectures on Marketing	2016
169	Dr. Sujit Metre	WCL, Nagpur	Resource Person in 'Financial Education Workshop'	2016
170	Dr. Sujit Metre	Kamla Nehru, College, Nagpur	Resource Person in 'Budget Analysis'	2016
171	Dr. Pranay Parashar	Amravati University, Amravati	Resource person in 'Financial Management'	2016
172	Dr. Pranay Parashar	G.H. Rasoni, Nagpur	Resource Person in 'Career Opportunities in Finance'	2016
173	Dr. Avish Petras	TAL Manufacturing Solutions Ltd., Nagpur	Resource Person in 'Stress Management'	2016
174	Dr. Avish Petras	Methodist Episcopal, Church, Nagpur	Resource Person on 'Passion Week'	2016
175	Dr. Ruhi Bakhare	Vanamati, Nagpur	Training on 'Effective Communication'	2016
176	Dr. Vivek Pimplapure	M.COM, RTMNU	Lectures on Cost Accountancy	2016
177	Dr. Pushpraj Kulkarni	PHI, Nagpur	Resource Person in 'Leading Meetings'	2016
178	Dr. Pushpraj Kulkarni	M.COM, RTMNU	Lectures on 'Financial Accounts'	2016
179	Dr. Snehal Godbole	PHI, Nagpur	Resource Person in 'Time Management'	2016
180	Dr. Snehal Godbole	YCCE Group, Nagpur	Training program on 'Campus Recruitment'	2016
181	Prof. Anup Dhore	Yellow Circle Events Pvt. Ltd.	Consultant for Promotion Activities, CRM & Employee Engagement	2016
182	Prof. Amardeep Kurukwar	University Library, RTMNU	Resource Person in 'Preparation towards Competitive Exams'	2016
183	Prof. Pallavi Badre	WCL, Nagpur	Guest Lecture on 'Non-Verbal Communication'	2016
184	Dr. Rashmi Gupta	MECL, Nagpur	Guest Lecture on 'Basics of Management'	2016
185	Dr. Rashmi Gupta	PHI, Nagpur	Guest Lecture on 'Basics of Management'	2016
186	Dr. Vikram Joshi	Vanamati, Nagpur (MPSC Officers Training)	Training on 'Challenges of Financial Inclusion- Rural v. Semi-Urban Scenario'	2016
187	Dr. Vikram Joshi	Vanamati, Nagpur (MPSC Officers Training)	Training on 'National Income of India - Measurement & Trend'	2016
188	Dr. Vikram Joshi	Vanamati, Nagpur (MPSC Officers Training)	Training on 'Regional Imbalances & Economic Growth'	2016
189	Dr. Vikram Joshi	Vanamati, Nagpur (MPSC Officers Training)	Training on 'Indian Economic Scenario - Challenges & Prospects, Inflation in India'	2016
190	Dr. Mujahid Siddiqui	Vanamati, Nagpur	Training to MPSC Officers	2016
191	Dr. Mujahid Siddiqui	Pallotti School	Resource Person for 'Skill Development for School Students'	2016
192	Dr. Nirzar Kulkarni	Vanamati, Nagpur	Training on 'Project Management - Tools & Techniques'	2016
193	Dr. Nirzar Kulkarni	RTMNU	Invited as an Expert Faculty Co-Ordinator and Member for Board of Studies	2016
194	Dr. Nirzar Kulkarni	Tirpude College, Nagpur	Invited as Chairperson Technical Session on 'Entrepreneurship & Startup Management Perspectives'	2016
195	Dr. Ashutosh Paturkar	PHI, Nagpur	On Expert Panel for Conduction 'Training of MO & Non-MO'	2016



196	Dr. Ashutosh Paturkar	WCL, Nagpur	Training of Managerial and Executive Staff	2016
197	Dr. Ashutosh Paturkar	MECL, Nagpur	Training of Managerial and Executive Staff	2016
198	Dr. Ashutosh Paturkar	MAHAGENCO, Nagpur	Employee Training on 'Leadership & Team-Building, Personality Development, Conflict Management'	2016
199	Dr. Ashutosh Paturkar	R C Plasto Tanks & Pipes Pvt. Ltd.	Training on 'Product Promotion' for Managers & Executives'	2016
200	Dr. Ashutosh Paturkar	Juvenor	Training of Managers & Executives on 'Promotion of Products'	2016
201	Dr. Ashutosh Paturkar	Kapilansh Dhatu True Farm Agro-Products	Training of Managers & Executives	2016
202	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Effective Communication'	2016
203	Dr. Ashutosh Paturkar	PHI, Nagpur	Guest Lecture on 'Conflict Management & Negotiation Skills'	2016
204	Prof. Ajay Gidwani	Arobic Pharma Pvt. Ltd.	Consultant for Brand Development, Promotional Activities, Recruitment & Selection, Training & Development	2016
205	Prof. Ajay Gidwani	Apex Hospital, Nagpur	Consultant for Brand Promotion & Development, Recruitment & Selection, Training & Development	2016
206	Dr. Sujit Metre	Amravati University	Resource Person in 'Research Methodology Workshop	2017
207	Dr. Sujit Metre	Ramdeobaba College of Mgmt., Nagpur	Session Chair on 'Academic Council'	2017
208	Dr. Avish Petras	TAL Manufacturing Solutions Ltd., Nagpur	Resource Person on topic of 'Stress Management'	2017
209	Dr. Avish Petras	G.H. Raison, Nagpur	Resource Person on topic of 'Learning Leadership from Swami Vivekanand'	2017
210	Dr. Vivek Pimplapure	M.COM, RTMNU	Lectures on Cost Accountancy	2017
211	Dr. Snehal Godbole	Parle-Agro, Nagpur	Training program on 'Sales Techniques'	2017
212	Dr. Snehal Godbole	Mahindra Logistics	Training program on 'Soft Skills'	2017
213	Prof. Anup Dhore	Yellow Circle Events Pvt. Ltd.	Consultant for Promotion Activities, CRM & Employee Engagement	2017
214	Prof. Pallavi Badre	WCL, Nagpur	Guest Lecture on 'Decision Making'	2017
215	Dr. Ashutosh Paturkar	PHI, Nagpur	On Expert Panel for Conduction 'Training of MO & Non-MO'	2017
216	Dr. Ashutosh Paturkar	WCL, Nagpur	Training of Managerial and Executive Staff	2017
217	Dr. Ashutosh Paturkar	MECL, Nagpur	Training of Managerial and Executive Staff	2017
218	Dr. Ashutosh Paturkar	MAHAGENCO, Nagpur	Employee Training on 'Leadership & Team-Building, Personality Development, Conflict Management'	2017
219	Dr. Ashutosh Paturkar	R C Plasto Tanks & Pipes Pvt. Ltd.	Training on 'Product Promotion' for Managers & Executives'	2017
220	Dr. Ashutosh Paturkar	Juvenor	Training of Managers & Executives on 'Promotion of Products'	2017
221	Dr. Ashutosh Paturkar	Kapilansh Dhatu True Farm Agro-Products	Training of Managers & Executives	2017
222	Dr. Ashutosh Paturkar	Rashtriya Uchchartar Shiksha Abhiyaan	Development of Multidrug UTI and Business Plan	2017
223	Prof. Ajay Gidwani	Aerobic Pharma Pvt. Ltd.	Consultant for Brand Development, Promotional Activities, Recruitment & Selection, Training & Development	2017



224	Prof. Ajay Gidwani	Apex Hospital, Nagpur	Consultant for Brand Promotion & Development, Recruitment & Selection, Training & Development	2017
225	Prof. Ajay Gidwani	Dayanand Arya Kanya Mahavidyalaya	Guest Lecture on 'Career Opportunities for Women in Commerce'	2017

35. SWOC analysis of the department and Future plans

<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> • One of the oldest and most respected institutes in the region with a successful past record. • Top of the line infrastructure facilities with ICT enabled classrooms and well equipped Computer Labs. • Effective Mentoring System to enrich and develop student potential and help them reach newer heights. • Frequent counseling sessions and continuous feedback to support and strengthen student performance • Consistent Academic Performance due to constant academic rigor • Developmental activities and games with a thrust towards greater participation • Yearly Scholarships for SC/ST Students so that they can achieve their dreams. 	<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • The quality of students at the entry level poses a great weakness as it is difficult for them to (at times) comprehend and assimilate the lessons being taught • Lack of Communication Skills, stage fear and low confidence pose a great hindrance • A major portion of the intake hails from rural areas, resulting in a lack of exposure thus, impeding growth • Curriculum enhancement for the programmes are constrained due to strict University Norms • There is fiscal uncertainty on part of the all the programmes of the institute are based on self-finance mode and so allocation of resources poses an issue at times • Lack of quality of research and consultancy and even though efforts are being constantly made in this particular area, they are yet to produce desired results.
<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • There is an increasing amount of industry connect by the institute by signing MoUs with various different organizations • Nagpur City is rising up as an industrial and academic hub and the institute plans to leverage all its resources for student benefit due to this • There is an increasing focus on the importance of Higher Education among the masses and since the institute is one of the most well-known and respected institutes in the region, it can and does attract students from the city and nearby regions • There is a rising demand from the industry for highly skilled managerial talents. The institute leverages all its resources to produce such high skilled 'future managers' 	<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • There is a challenge in improving the student campus experience due to a lack of space, constraints with respect to certain aspects of infrastructure • There is a need for improved cost efficiency because the institute cannot charge fees beyond a certain level lest it lose its current student base. However, it poses a challenge to streamline and mobilize resources in such a scenario • Introducing newer programmes is a challenge for the institute even if there are certain constraints with respect to resources and certain mandatory requirements • The inward flow of newer institutes with greater resources will increase the level of competition faced by the institute in the near future



FUTURE PLANS:

The institute has been able to create a foundation to catapult itself into a new growth trajectory and hence its expansion plans are now being given the final shape. These plans include standardizing its operations and streamlining all its internal processes before applying for academic Autonomy. The Institute has also got plans to obtain all National and International accreditations within next three to five years. The improvement in Research output is also high on agenda and with a recognized research Center become operational, these plans have already got a head start.

The institute also has plans to grow its portfolio of programmes currently being offered , post accreditations these plans can be also be taken forward. The Institute has also committed its resources towards fulfilling its Social responsibility and the Study Center for Administrative Services and Competitive Examinations has already in the finishing stages , which shall become operational in the next year. This facility shall also provide a lot of assistance in helping the students of the institute in building career in Administrative services both at State and Central government level.

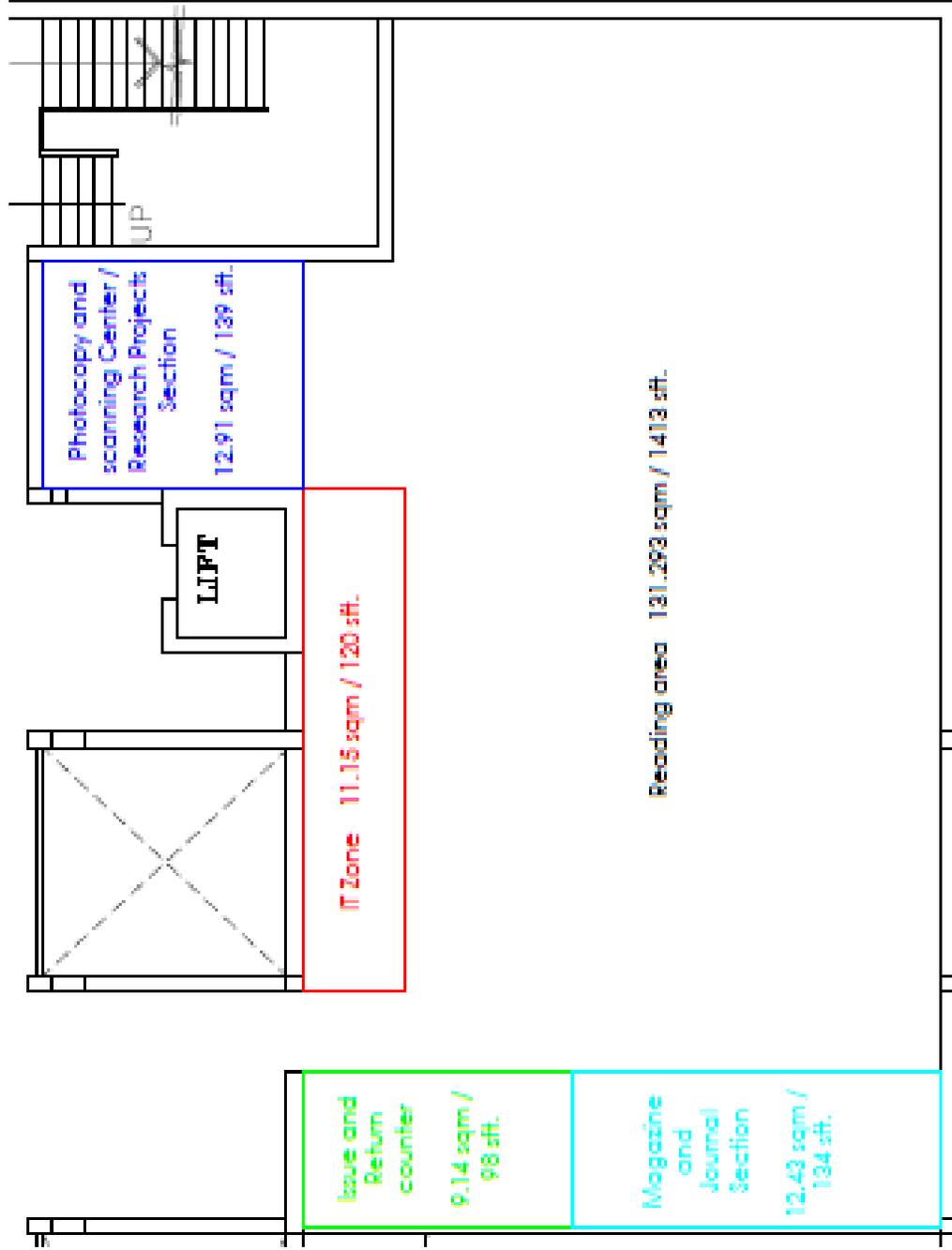
Collaboration with the Internationally acclaimed institution and beginning of twining Programmes is also on the agenda for which an International Relations office is being mulled and resources are being generated to set up this office in the State Capital.

Collaborating with the industry for creating a synergistic relation is also a priority for the institution for which the Institute-Industry Interaction Cell is being spun-off from the Placement cell.

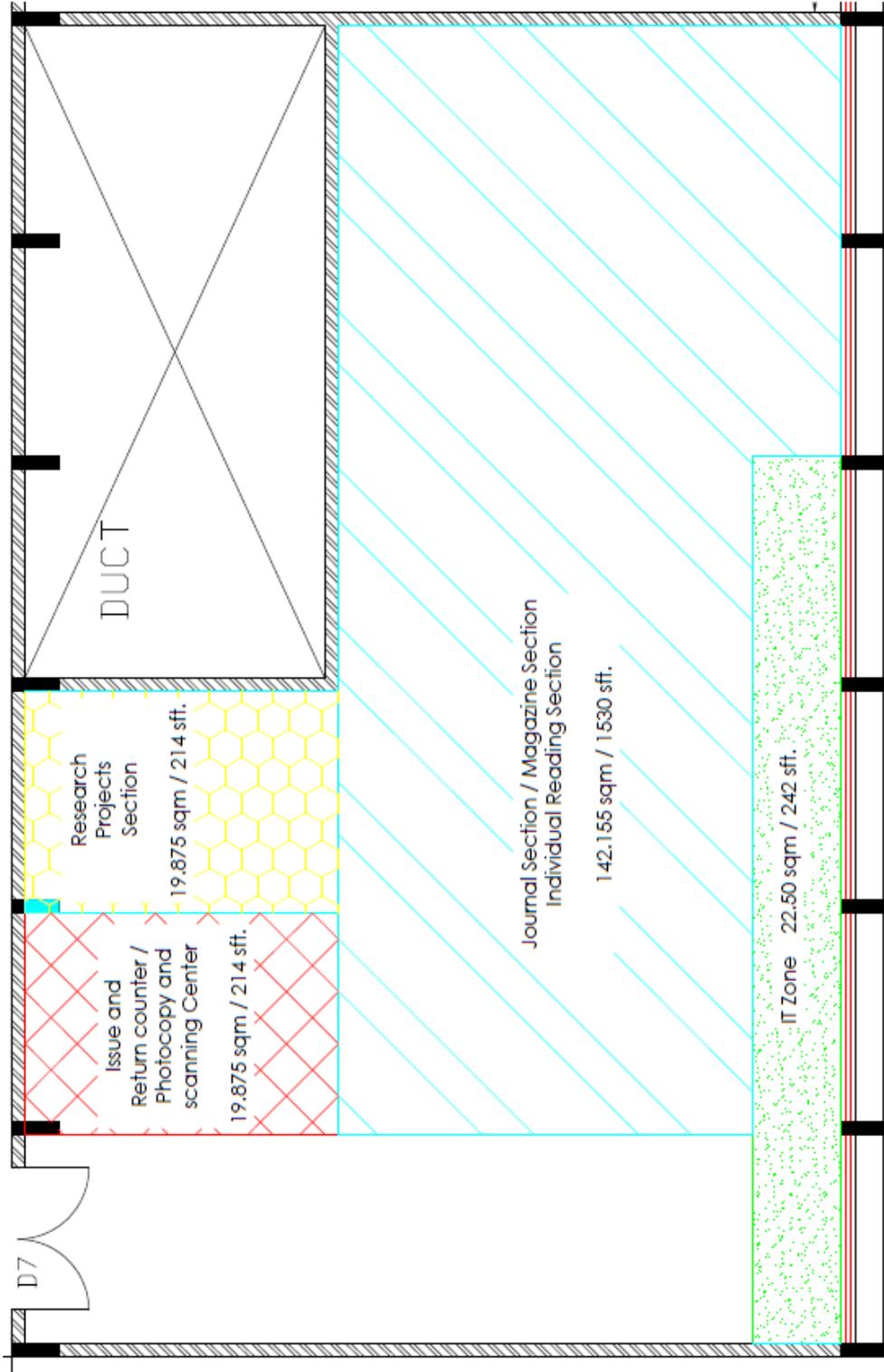
Promotion of Entrepreneurship through establishment of a full scaled Incubation center with the help of local industry and Investor community is being planned in the next three years.

Technology driven leaning is another priority area of the institute, where more attention will be diverted to create Online Resources and Self-Paced Learning programmes are being planned.





DAIMSR LIBRARY BLOCK



LIBRARY BLOCK WEST CAMPUS

DR. AMBEDKAR INSTITUTE OF MANAGEMENT STUDIES & RESEARCH, NAGPUR.				
INCOME & EXPENDITURE ACCOUNT OF DEPARTMENT OF M.B.A				
FOR THE YEAR ENDED 31ST MARCH 2016				
EXPENDITURE	AMOUNT	AMOUNT	INCOME	AMOUNT
TO,				
SALARIES & ALLOWANCE (TEACHING STAFF):				
Basic Pay	10,075,941.00		RECURRING RECEIPTS :	
Grade Pay	2,276,758.00		FEES & FINES :	
Children Education Allowance	199,806.00		Tuition Fees	34,036,104.00
D.A.	7,130,712.00		Development Fees	3,377,246.00
H.R.A.	2,084,439.00		Examination Late Fees Rcpt.	450.00
Travelling Allowance	447,317.00		Less:- Refund of Fees	(499,633.00)
Special allowance	36,000.00			
		22,250,973.00	INTEREST RECEIPT:	
SALARIES TO NON TEACHING STAFF			Interest on Sweep A/c	513,612.00
			Interest on FDR	521,907.00
MANAGEMENT CONTRIBUTION TO E.P.F.		2,438,112.00		
			OTHER RECEIPTS	
HONORARIUM :		1,039,601.00	Insurance Claim Received	15,242.00
Guest Lecturers			Scrap Sale	18,400.00
			Seminar & Conference	25,000.00
OTHER ALLOWANCES :		451,915.00		
CONVEYANCE ALLOWANCE :				
Director	90,000.00			
Co-Ordinator	60,000.00			
		150,000.00		
CONTINGENCIES :				
Postage, Telegrams & Revenue Stamps	4,049.00			
Printing & Stationery	309,035.00			
Advertisement Expenses	170,395.00			
AICTE & DTE Processing Fee	110,021.00			
Association of Management Expenses	11,000.00			
University Affiliation Fees	20,000.00			
University Form Purchase	7,040.00			
Audit Fees	25,000.00			
		26,330,601.00		
			Balance C/f	
				-38,008,328.00



Snr

Balance B/f	26,330,601.00	Balance B/f	38,008,328.00
Bank Commission	12,908.90		
Electricity Charges	885,290.00		
Faculty Development Programme	234,120.00		
Games & Sports Expenses	90,424.00		
House Keeping Charges	737,679.00		
Insurance	436,090.00		
Internet & Telephone Expenses	394,514.00		
Internal Examination Expense	154,104.00		
Repairs & Maintenance of Building A/c	208,470.00		
Repairs & Maintenance of Computer A/c	366,861.00		
Repairs & Maintenance of Electrical A/c	385,613.00		
Repairs & Maintenance of Furniture & Fixture A/c	190,877.00		
Library Expenses	118,583.00		
General Expenses	17,351.00		
NSS Activity Expenses	42,004.00		
Training & Placement Activities	446,112.00		
Staff Welfare Expenses	22,735.00		
Seminar & Conference Expenses	2,760,929.00		
S.R.C Expenses	221,001.00		
Security Service Expenses	380,630.00		
Software Expenses	260,436.00		
Study Material Expenses	71,230.00		
T.A.D.A. Expenses	36,570.00		
Website Expenses	14,850.00		
Wages To Cycle Stand Watchman	60,000.00		
			9,195,921.90
FEES PAID TO UNIVERSITY :			
Amount Paid To University	2,463,185.00		
Amount Received From Students	(2,463,185.00)		
Miscellaneous Expenditure			3,011.55
DEPRECIATION:			1,852,929.00
EXCESS OF INCOME OVER EXPENDITURE			625,864.55
TOTAL RS.		TOTAL RS.	38,008,328.00

PLACE: NAGPUR
Date: 06.06.2016

Sushil Babbar
Director
Dr. Ambedkar Institute of
Management Studies & Research
Deo Shabhooni, Nagpur



AS PER OUR REPORT OF EVEN DATE,
FOR M/S AGRAWAL & GUPTA,
CHARTERED ACCOUNTANTS,

Shilpa Mehta

(CA. G. G. KHEMUKA)
PARTNER, M.NO. 40495
FRN No. 100113W

DR. AMBEDKAR INSTITUTE OF MANAGEMENT STUDIES & RESEARCH, NAGPUR.
INCOME & EXPENDITURE ACCOUNT OF DEPARTMENT OF M.B.A
FOR THE YEAR ENDED 31ST MARCH 2015

EXPENDITURE	AMOUNT	AMOUNT	INCOME	AMOUNT	AMOUNT
TO,			BY,		
SALARIES & ALLOWANCE (TEACHING STAFF) :			RECURRING RECEIPTS :		
Basic Pay	92,72,951.00		FEES & FINES :		
Grade Pay	20,82,851.00		Tuition Fees	311,67,721.00	
Children Education Allowance	1,72,873.00		Development Fees	31,88,472.00	
D.A.	60,31,369.00		Less:- Refund of Fees	(2,23,326.00)	
H.R.A.	18,62,461.00				341,32,867.00
Travelling Allowance	4,48,264.00		INTEREST RECEIPT:		
Special allowance	33,000.00		Interest on Sweep A/c	7,10,515.75	
Arrears	2,864.00		Interest on FDR	4,70,296.51	
		199,06,633.00	Bank Intt.	246.00	
SALARIES TO NON TEACHING STAFF		22,15,528.00			
MANAGEMENT CONTRIBUTION TO E.P.F.		7,43,983.00			11,81,058.26
HONORARIUM :					
Guest Lecturers		6,00,650.00			
OTHER ALLOWANCES :					
CONVEYANCE ALLOWANCE :					
Director	90,000.00				
Co-Ordinator	60,000.00				
		1,50,000.00			
CONTINGENCIES :					
Postage, Telegrams & Revenue Stamps	8,920.00				
Printing & Stationery	4,13,586.00				
Advertisement Expenses	2,71,105.00				
AICTE Processing Fee	2,00,000.00				
Association of Management Expenses	11,000.00				
University Affiliation Fees	51,650.00				
University Form Purchase	19,800.00				
Audit Fees	25,000.00				
Balance C/f		236,16,794.00	Balance C/f		353,13,925.26



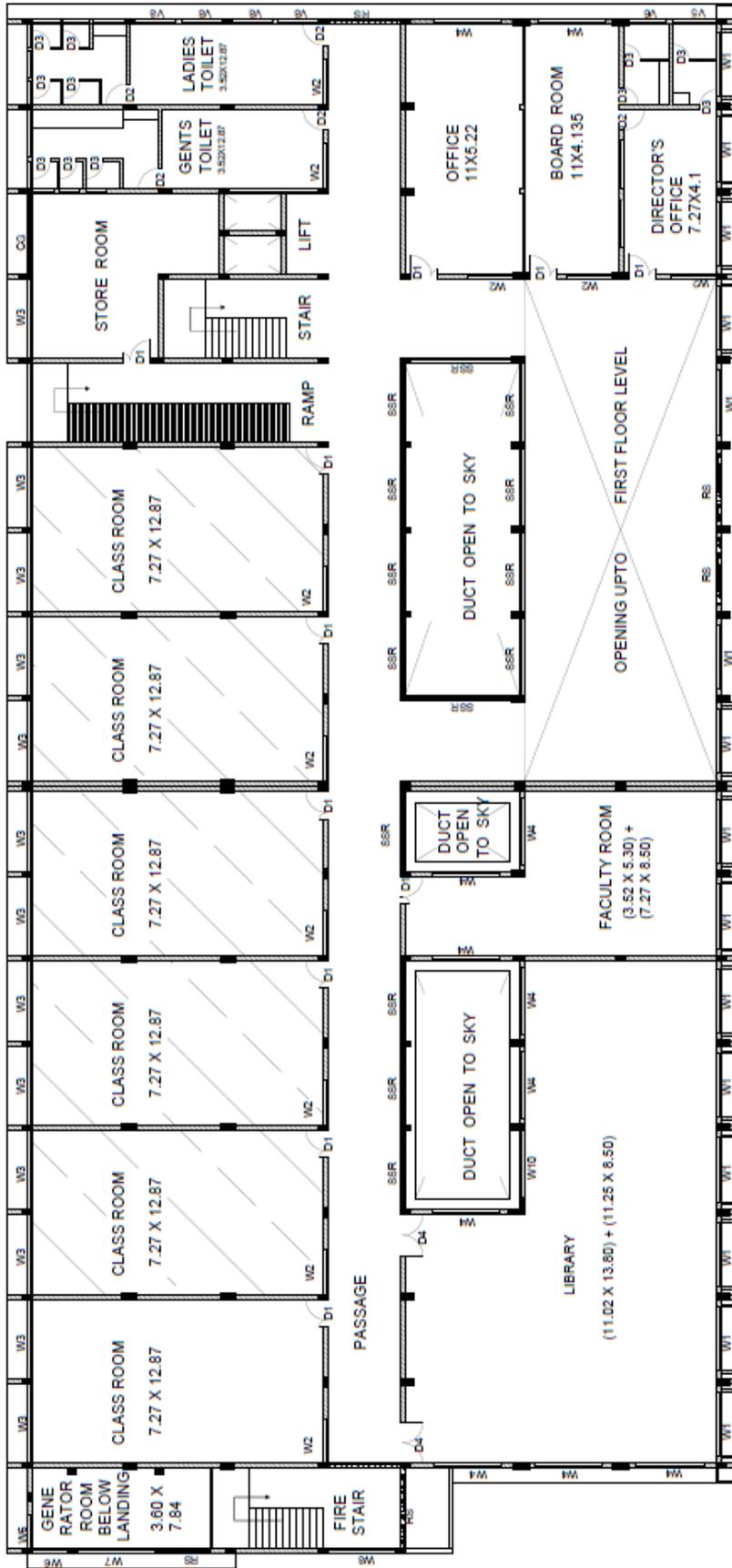
M/S AGRAWAL & GUPTA,
CHARTERED ACCOUNTANTS,

71, PANCHSHEEL CINEMA BUILDING, SITABULDI,
MUMBAI - 400 012. Ph. No. 0712 - 2525541

DR. AMBEDKAR INSTITUTE OF MANAGEMENT STUDIES & RESEARCH, NAGPUR.
INCOME & EXPENDITURE ACCOUNT OF DEPARTMENT OF M.B.A
FOR THE YEAR ENDED 31ST MARCH 2014

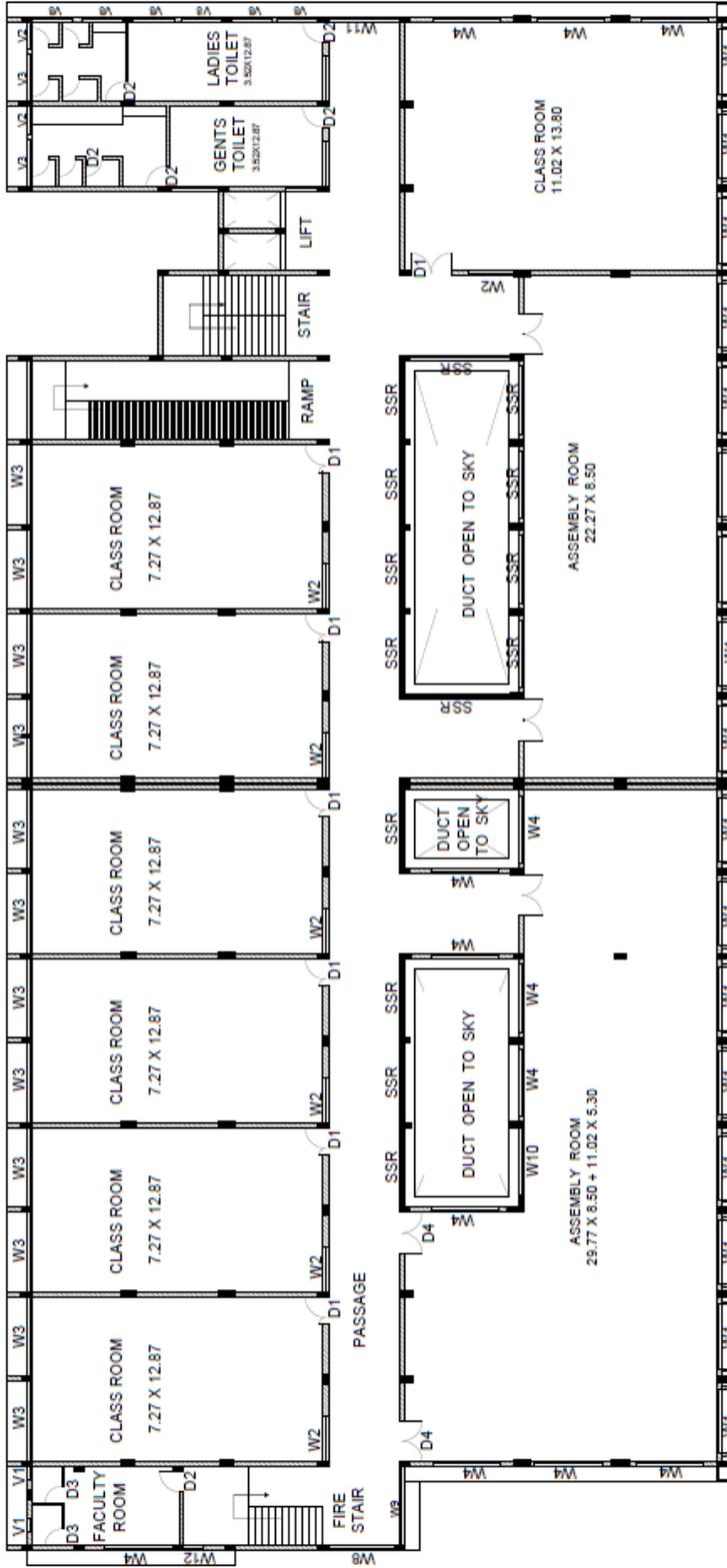
EXPENDITURE	AMOUNT	AMOUNT	BY,	INCOME	AMOUNT	AMOUNT
TO,						
SALARIES & ALLOWANCE (TEACHING STAFF):						
Basic Pay	8,822,539.00					
Grade Pay	2,023,794.00					
Children Education Allowance	213,188.00					
D.A.	5,031,825.00					
H.R.A.	1,785,980.00					
Travelling Allowance	468,720.00					
Special allowance	36,000.00					
Arrears	13,865.00					
		18,395,911.00				
SALARIES TO NON TEACHING STAFF						
		2,075,055.00				
MANAGEMENT CONTRIBUTION TO E.P.F.						
		474,850.00				
HONORARIUM :						
Guest Lecturers		559,060.00				
OTHER ALLOWANCES :						
CONVEYANCE ALLOWANCE :						
Director	90,000.00					
Co-Ordinator	60,000.00					
		150,000.00				
CONTINGENCIES :						
Postage, Telegrams & Revenue Stamps	10,987.00					
Printing & Stationery	417,750.00					
Advertisement Expenses	275,495.00					
Minor Expenses	45,293.00					
AMTE Committee Fee	10,920.00					
Association of Management Expenses	15,000.00					
University Affiliation Fees	50,000.00					
University Form Purchase	2,500.00					
Audit Fees	25,000.00					
		21,654,876.00				
Balance C/f				Balance C/f		33,788,811.47





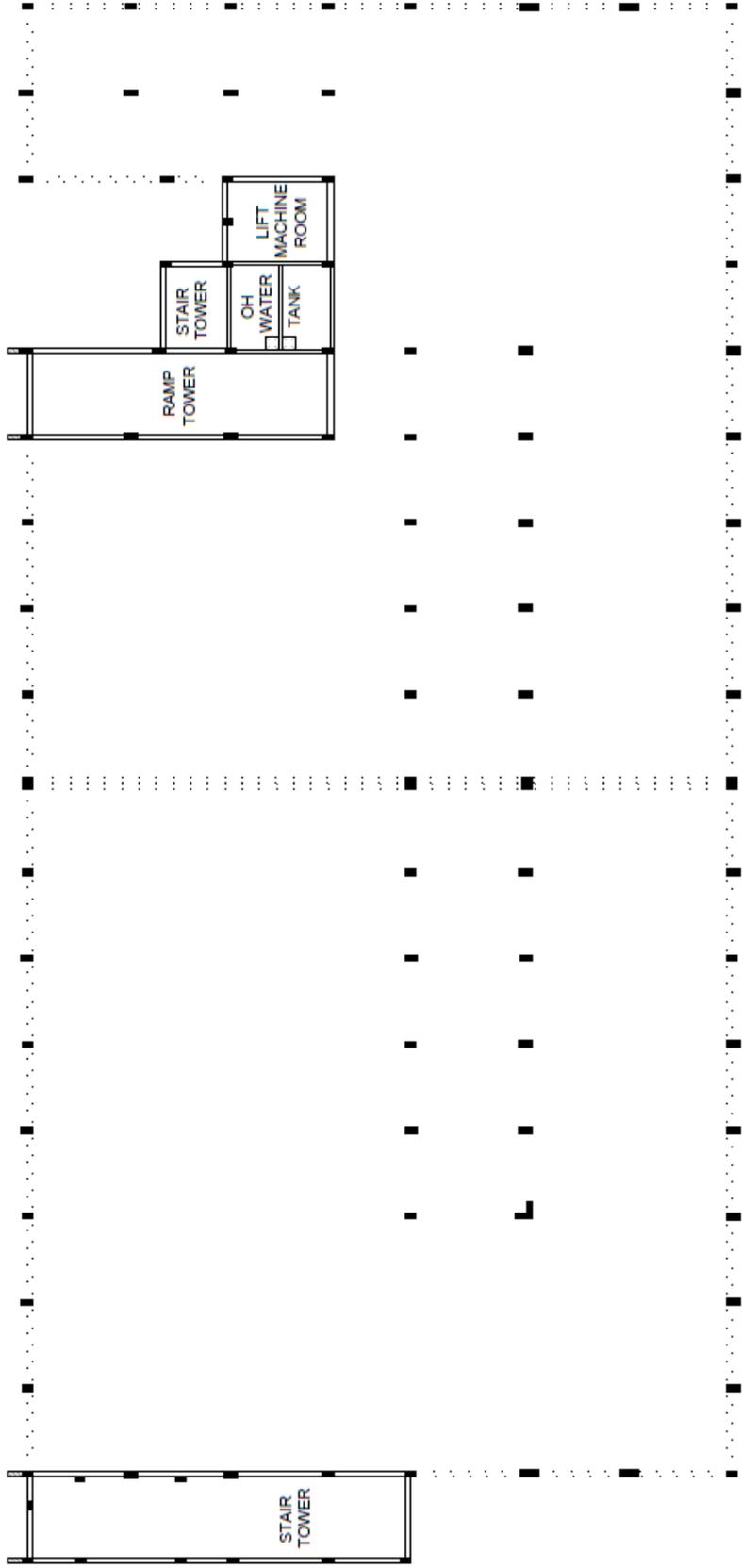
1/200: GROUND FLOOR PLAN

REPLACEMENT OF TILES IN CLASS ROOMS OF WEST CAMPUS BUILDING (2012 - 13)



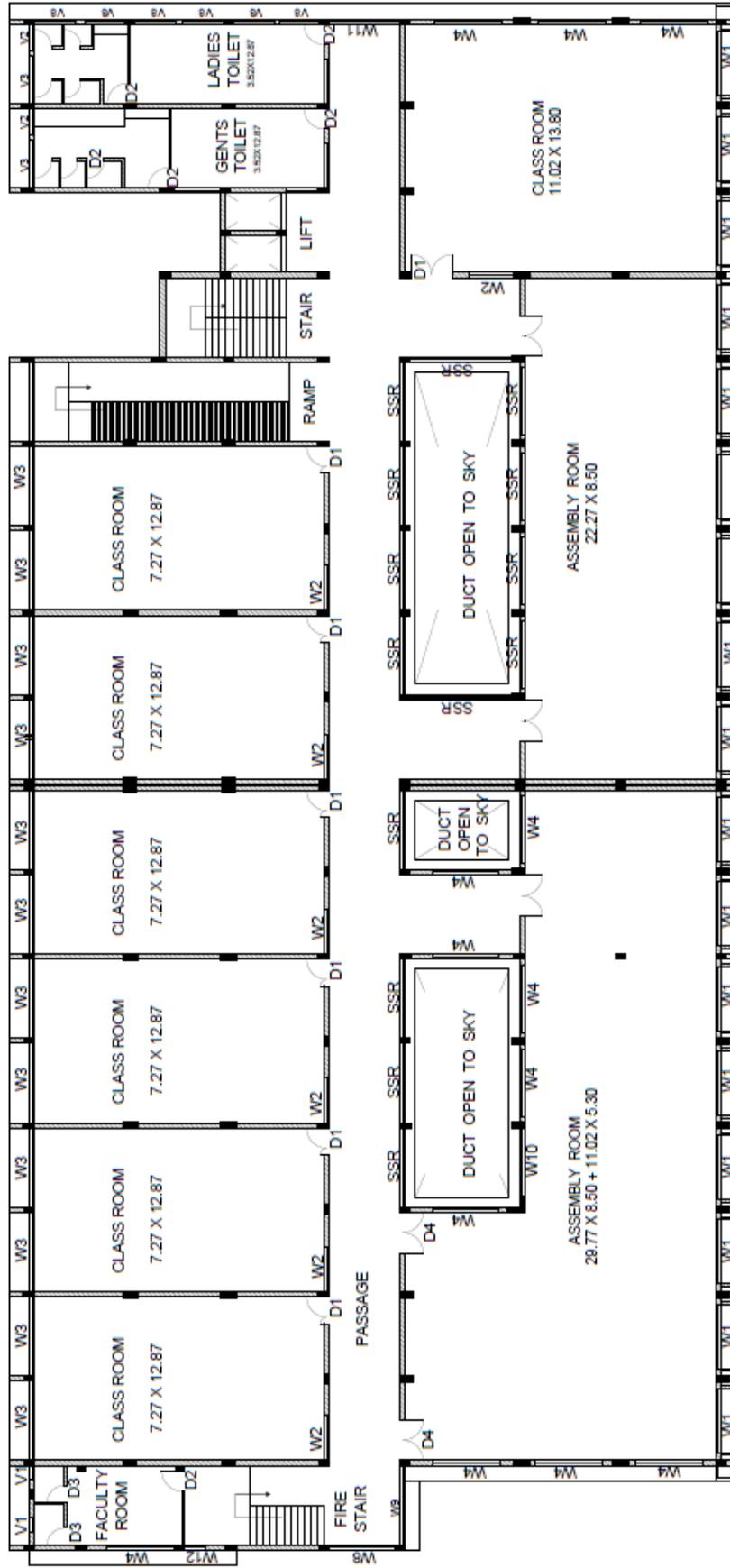
SECOND FLOOR PLAN

COMPLETION OF SECOND FLOOR OF WEST CAMPUS BUILDING (2012 - 13)



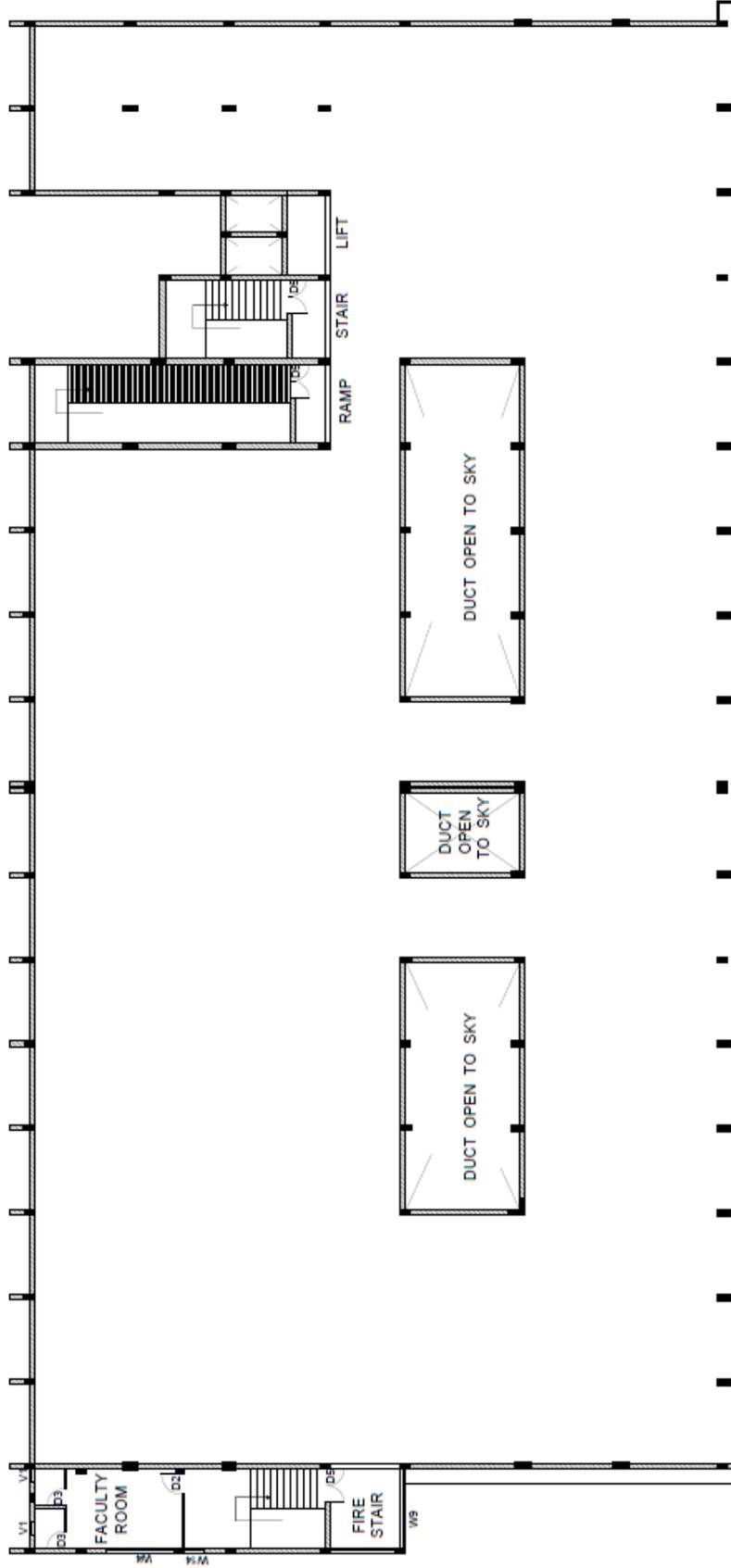
ABOVE TERRACE FLOOR PLAN

COMPLETION OF TERRACE FLOOR OF WEST CAMPUS BUILDING (2013 - 14)



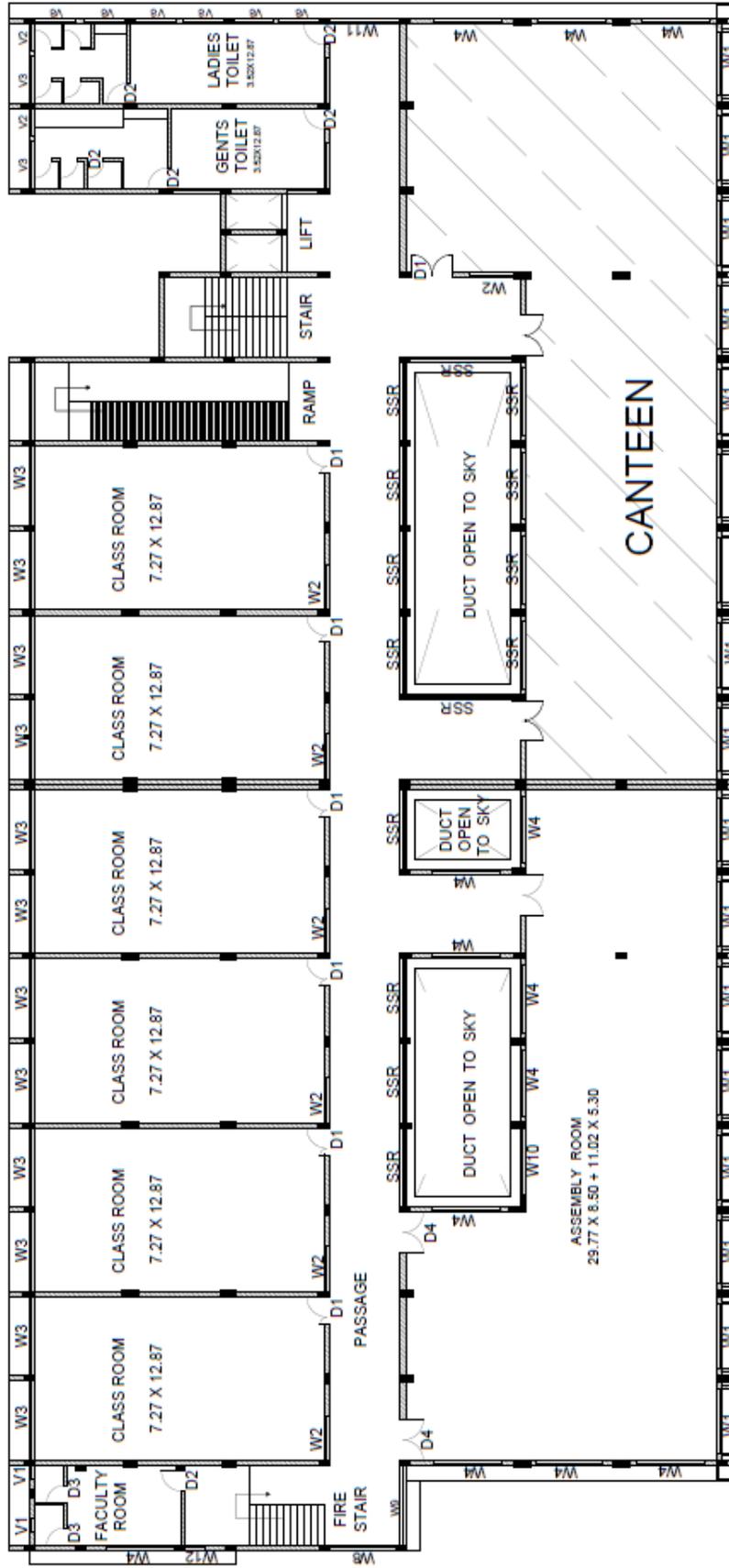
THIRD FLOOR PLAN

COMPLETION OF THIRD FLOOR OF WEST CAMPUS BUILDING (2013 - 14)



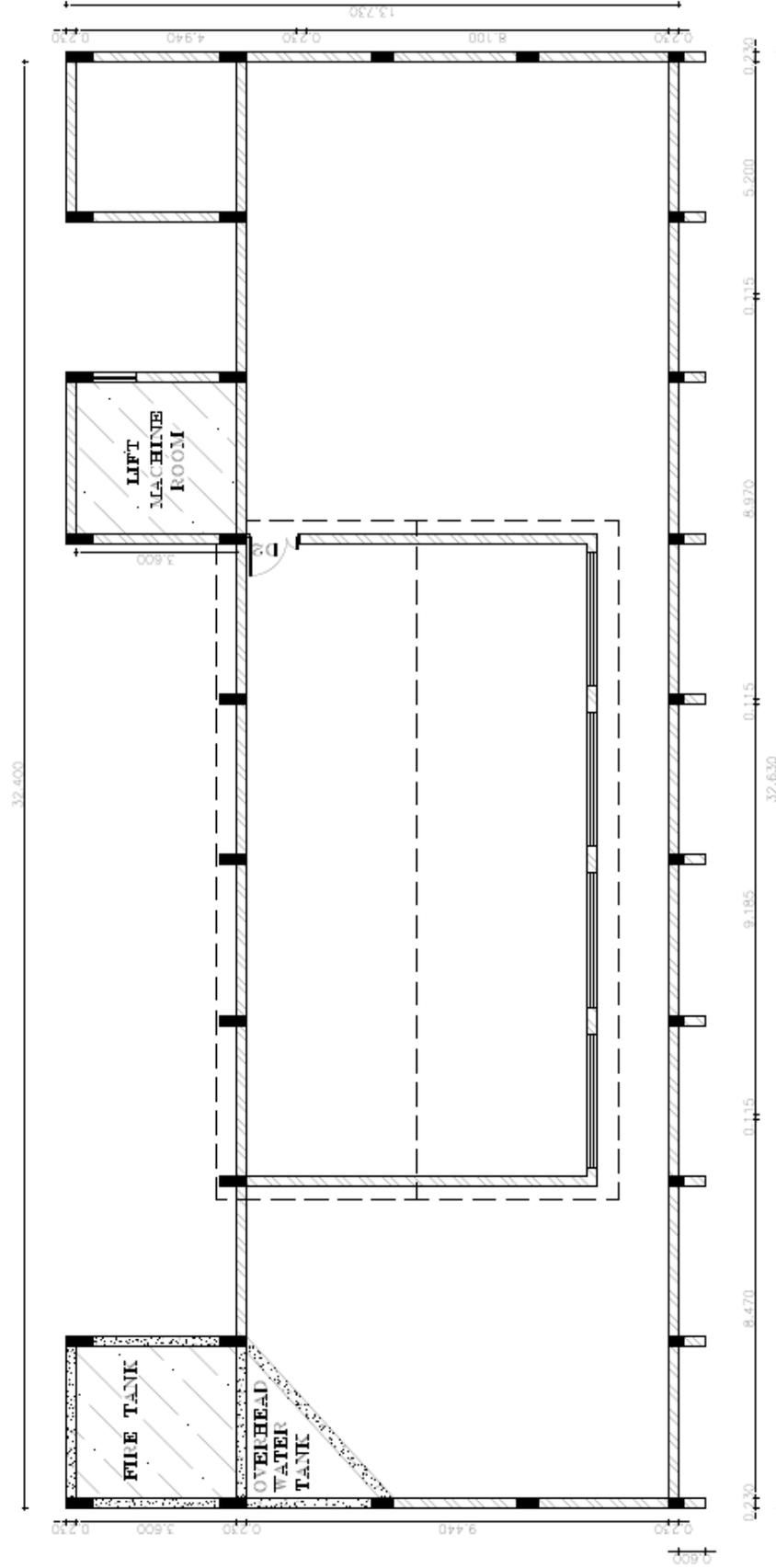
TERRACE FLOOR PLAN

COMPLETION OF TERRACE FLOOR OF WEST CAMPUS BUILDING (2013 - 14)

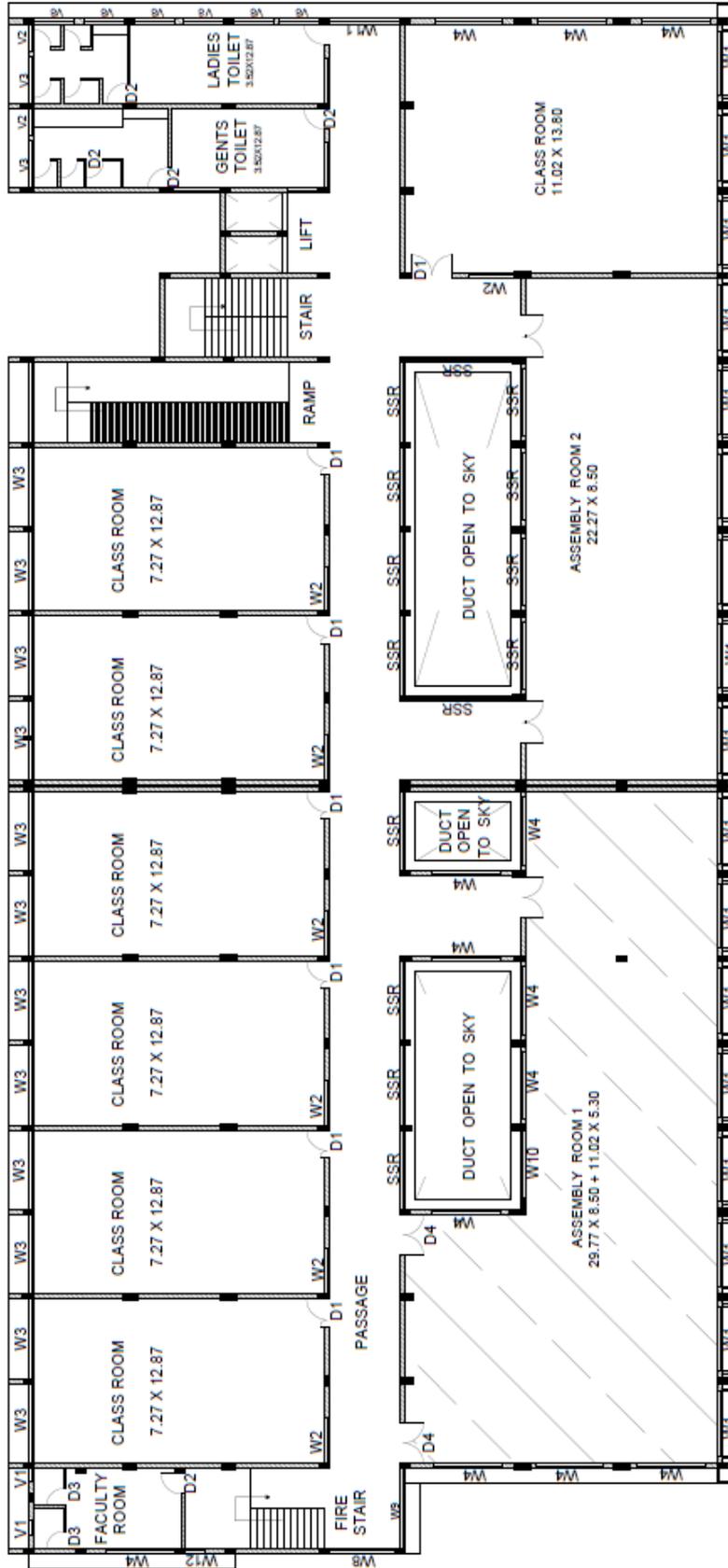


SECOND FLOOR PLAN

RENOVATION OF CANTEEN AT WEST CAMPUS 15-16



**DAMSR TERRACE FLOOR PLAN
CONSTRUCTION OF FIRE TANK AND LIFT ROOM (15 - 16)**



THIRD FLOOR PLAN

REPLACEMENT OF TILES IN ASSEMBLY ROOM 1 (16-17)

IEQA SUBMISSION DATE-25/04/2017

INSTITUTIONAL ELIGIBILITY FOR QUALITY ASSESSMENT(IEQA) QUESTIONNAIRE

1 COLLEGE DETAILS			
Name of the college	DR. AMBEDKAR INSTITUTE OF MANAGEMENT STUDEIS & RESEARCH	Year of establishment	1987
Location of the college	URBAN		
2 ADDRESS			
Address	vip road, deekshabhoomi	City	Nagpur
State	Maharashtra	Pin Code	440010
Website	www.daimsr.in	E-Mail	naac.admin@daimsr.in
Phone STD Code	0712	Phone No	6501379
Fax STD Code	0	Fax	0
3 HEAD OF THE INSTITUTION			
Name	Dr. sudhir s. fulzele	Designation	Principal-incharge
Status of appointment	PERMANENT		
4 CONTACT DETAILS OF HEAD OF THE INSTITUTION			
Phone std code	0712	Phone number	6521204
Fax std code	0712	Fax	6521203
Mobile	+919822563970	E-Mail	ssfulzele@yahoo.com
5 DOES THE COLLEGE FUNCTION FROM			
a. MAIN CAMPUS			
	AREA OF THE CAMPUS IN ACRES	TOTAL BUILT UP AREA IN sq.m.	
OWN BUILDINGS	23.0	10167.0	
RENTED BUILDINGS	0.0	0.0	
b. SATELLITE CAMPUS			
	AREA OF THE CAMPUS IN ACRES	TOTAL BUILT UP AREA IN sq.m.	
OWN BUILDINGS	0.0	0.0	
RENTED BUILDINGS	0.0	0.0	
6 NAME OF THE UNIVERSITIES TO WHICH THE COLLEGE IS AFFILIATED OR CONSTITUENT			
University1	The Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	Other	
Nature of relationship with the university	AFFILIATED	If affiliated, status of affiliation	PERMANENT
University2		Other	
Nature of relationship with the university		If affiliated, status of affiliation	
University3		Other	
Nature of relationship with the university		If affiliated, status of affiliation	
7 STATUTORY PROFESSIONAL REGULATORY COUNCIL(S)			
Does the college offer any programme recognized by any Statutory Professional Regulatory Council(s)?			yes
Programmes offered	M.B.A.	Name of the Regulatory Council(s)	AICTE, NEW DELHI
8 COLLEGE FUNCTIONING			
Type of college	CO-EDUCATION	Time of functioning	DAY COLLEGE
Nature of funding	SELF-FINANCING	Management	PRIVATE
9 MANAGEMENT/TRUST DETAILS			
Name of the Management	PARAM PUJYA DR. BABASAHEB AMBEDKAR SMARAK SAMITI	Recognition under Ugc Act.1956	NEITHER 2f NOR 12B

10 MANAGEMENT/TRUST OF THE COLLEGE IS REGISTERED UNDER								
Society's registration Act of 1960	yes			Relevant Act of the respective state Govt.	yes			
Any other (please specify)								
11 NUMBER OF DEGREES OFFERED BY THE COLLEGE								
UG	2			PG	3			
Research	1			Others	0			
Total	6							
12 DETAILS OF DEGREES OFFERED (B.A., M.A., B.Com., M.Com., B.Sc., M.Sc., M.Phil., Ph.D., etc.,)								
Arts				Commerce	B.COM (COMPUTER APPLICATION), M.C.M., P.G.D.C.C.A.			
Science				Education				
Health Science				Engineering & Technology				
Management	B.B.A., M.B.A., PH.D.			Others				
Is the college opting for Assessment & Accreditation of Teacher Education department separately?	no							
Is the college opting for Assessment & Accreditation of Physical Education department separately?	no							
Number of departments	1							
13 TOTAL NUMBER OF STUDENTS (EXCLUDING THOSE IN SELF-FINANCING PROGRAMMES)								
	UG		PG		M.Phil/Ph.D		Value Added Courses (Certificate/Diploma)	
	Male	Female	Male	Female	Male	Female	Male	Female
General	0	0	0	0	0	0	0	0
SC/ST	0	0	0	0	0	0	0	0
OBC	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0
Grand Total	0							
14 TOTAL NUMBER OF STUDENTS IN SELF-FINANCING PROGRAMMES								
	UG		PG		M.Phil/Ph.D		Value Added Courses (Certificate/Diploma)	
	Male	Female	Male	Female	Male	Female	Male	Female
General	275	214	103	125	7	5	0	0
SC/ST	230	177	80	82	3	1	0	0
OBC	266	168	72	93	2	2	0	0
Total	771	559	255	300	12	8	0	0
Grand Total	1905							
Total number of students in the college	1905							
15 NUMBER OF TEACHING, TECHNICAL AND ADMINISTRATIVE STAFF								
	Permanent		Temporary		Total			
	Male	Female	Male	Female	Male	Female	Male	Female
Teachers with PG	11	11	2	1	13	12		
Teachers with M.Phil.	0	0	0	0	0	0		
Teachers with Ph.D	17	10	0	0	17	10		
Teachers with NET/SLET	11	5	0	0	11	5		
Technical staff	1	0	0	0	1	0		
Administrative staff	13	0	0	0	13	0		
Support staff	7	0	0	0	7	0		
Total no. of teachers	28	21	2	1	30	22		
16 SUPPORT SERVICES								
Number of titles of books	8988							
Number of journals	70							
Number of e-resources	2							
Does the college have a registered Alumni Association?	yes							
Does the college have a functional Placement Cell?	yes							
17 UNIT COST OF EDUCATION								

Unit Cost=Total annual expenditure divided by no. of students enrolled	27708.0
Unit cost calculated excluding salary component	10993.0

18 MENTION FIVE ACADEMIC MILESTONES OF THE COLLEGE

First	ESTABLISHMENT OF STANDALONE INSTITUTE BY SEPARATION FROM MOTHER INSTITUTION IN 2002
Second	ESTABLISHMENT OF CII-IL FACILITATION CENTRE IN 2011
Third	ACADEMIC PARTNERSHIP WITH TCS IN 2013
Fourth	ESTABLISHMENT OF RECOGNISED RESEARCH CENTRE OF NAGPUR UNIVERSITY IN 2014
Fifth	GRANT OF PERMANENT AFFILIATION BY NAGPUR UNIVERSITY

Section 2: Institutional Data Questionnaire

1. The college has in place a structured internal quality assurance system for ensuring continuous quality monitoring or improvement	YES
2. Library has reading room facilities for students and faculty separately	YES
3. The college uses the students feedback for analysis and improvement purposes	YES
4. Basic computer literacy is ensured for all students in a structured way such as add on courses	YES
5. The college provides financial aid to at least 10% of the general category students	NO
6. The college has a mechanism for counselling students	YES
7. An annual in-house academic calendar is prepared and implemented by the college	YES
8. The college has a mechanism for addressing grievances of students and staff	YES
9. The college promotes scholarly activities of the faculty beyond the syllabus	YES
10. Internet facility is available in the college for faculty and students	YES
11. The college campus is differently-abled friendly	YES
12. The college has a formal mechanism to promote research activities of its students and faculty.	YES
13. The college has adequate sports facility	YES
14. The college has developed a short term and a long term plan for its development and growth	YES
15. Percentage of classrooms equipped with LCD projector	>50%
16. Percentage of teachers using audio-visual aids including computer-aided teaching	>40%
17. The average number of extension activities organised by the college during the last four years	>6
18. Average percentage utilization of annual allocated funds for the last four years	>75%
19. Maintenance expenditure on infrastructure as percentage of the total annual budget	2-4%
20. Average pass percentage of graduating students	>70%
21. Computer students ratio	<1:30
22. Percentage of faculty benefitted from UGC and other staff development programmes (average of last four years)	>10%
23. Percentage of permanent teachers with Ph.D. qualification	>40%
24. Percentage of classes taught by guest faculty or temporary teachers	<20%
25. Students teacher ratio	30:1-50:1
26. Percentage of faculty positions filled against sanctioned posts	>80%
27. Number of add-on courses conducted by the college	>5
28. Awards received by the students in sports and cultural activities in the last four years	National or International Level
29. Percentage of teachers having on-going or completed research projects in the last four years	<10%
30. Number of academic seminars or conferences or workshops that the college has organized (average of last four years)	>4
31. Number of Journals subscribed in the library National or International	>20
32. Percentage of students admitted against the reservation category as per Government of India norms	>75%

Certificate

This is to certify that the information given in the IEQA application is true to the best of my knowledge and ability and if the same is found to be false or misleading, I authorize NAAC to initiate any action which it deems fit including withholding the outcome of the Peer Team Visit.



**Dr. Ambedkar Institute of Management Studies & Research,
V.I.P. Road, Deeksha Bhoomi, Nagpur - 440010
www.daimsr.in
Ph: +91 712 6521204/05.
email: info@daimsr.in**