



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**KAI YASHODABAI DAGADU SARAF CHARITABLE  
TRUST INSTITUTE OF MANAGEMENT AND SCIENCE,  
SAKEGAON**

NATIONAL HIGHWAY NO. 6, SAKEGAON

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

### Introduction

KYDSCT's Institute of Management and Science, Sakegaon (IMS) was established in 2010 under the visionary guidance of Hon. Pandurang Dagadu Saraf. The institute runs NAAC accredited along with ISO 9000- 2015 Certification. Institute has Environmental Audit, Green Audit and Energy audit In the span of 14 years the Institute has grown in size and stature.

The institute is affiliated to Kavayatri Bahinabai Chaudhari, North Maharashtra University KBC NMU Jalgaon and duly approved by All India Council for Technical Education (AICTE), New Delhi. We have the privilege of being the modern and sophisticated premier Management Institute in Bhusawal imparting professional education. Institute of Management and Science (IMS) Sakegaon reflects quality, which is day-by-day stepping towards perfection.

Institute of Management & Science Sakegaon (IMS) is one of the pioneer education Institute of the region who provides post graduate two-year full-time MBA curriculum with a view to take full fledged devotional concentration on students. Institutional efforts are always directed towards student centric approach.

The utilitarian mission is to provide skilled and motivated manpower catering to the burgeoning Industrial needs and also to train students on cutting edge technologies. In a nutshell, IMS has a penchant for excellence and hence produces Business leaders of tomorrow who are ready to face the challenges of this ever-changing and fast-moving corporate world.

Sound placement, industry institute interaction, expert lectures, workshops, seminars, imperial learning strategies and a team of experience faculty members to encourage interaction and team work are the salient features of the IMS Institute.

The Institute is spread over 1 acres of lush green campus, located on the bank of river Waghur and connected to National Highway-6 at Sakegaon village near Bhusawal city.

The institute stands tall with dedicated and committed faculty, good infrastructure, learning resources and progressive teaching pedagogy with consistent placement record and a vibrant campus life. The Institute has well stocked libraries with numerous National & International Journals along with adequate e-journals and a number of titles.

### Vision

The Institute has distinctive approach towards its Vision by developing skilled human resource and multidisciplinary facilities to enrich Research, Entrepreneurship and Students empowerment.

## **Vision**

“To Develop the Institute as center for Excellent in Management Education and research.”

## **Mission**

The Institute has distinctive approach towards its Mission by developing skilled human resource and multidisciplinary facilities to enrich Research, Entrepreneurship and Students empowerment.

## **Mission**

“To promote high quality education, training and research at affordable cost for the Up-liftment of students living in rural areas.”

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. Rich library and well-equipped computer laboratory.
2. Use of technology in classroom, learning resource center and student spaces for collaborative learning
3. Experiential learning in the classes and sharing of experience by Industry Guest Lectures.
4. Qualified, experienced and supportive faculty members.
5. Proactive, Visionary and Participative Management.
6. Eco friendly Campus with green practices – such as Green Campus-Clean Campus, Use of Renewable Energy and Rain Water Harvesting Unit.
7. Safe and secure campus for girl students.
8. Institute has conducted Green Audit, Environment Audit and Energy Audit.
9. The Management extends cordial supports in providing funds to faculty for research paper publication and Faculty Development Programme (FDP).

### **Institutional Weakness**

1. Most students lack basic statistics, accounting, soft skills that are essential pre-requisites.
2. No autonomy of deciding syllabus as it is controlled by the affiliating University. Academic flexibility is limited.
3. Not having fully residential campus and residential hostel.
4. Less industrial exposure.
5. Student fees are only the source of funds, need to have more focus to get government funded projects and grants.
6. Number of students comes from semi-Urban/Rural areas, lack competencies in soft skills and it impacts on less placement of students.

### **Institutional Opportunity**

1. As India being the developing country, it required the large number of skill person candidates from Management Side, IMS contribute for the nation for developing the students for the nation.
2. As an IMS is one and only rural institute of Management in the regional or rural area of Jalgaon district, it provides greater opportunities to this area's local students.
3. IMS as Being Management Institute, develop the Entrepreneurship skill in local students.
4. MoU with Local as well as outsider companies to gain actual management working environment before completion of their MBA degree.
5. Strengthening of Center for Entrepreneurship Innovation and Incubation cell (CEII).

### **Institutional Challenge**

1. Making the Awareness of importance Management education in rural area.
2. To provide the latest and upgraded Management education facilities in rural area.
3. To cope up with new technologies and advancements in the progressive businesses.
4. Keeping pace with the global Management human resource requirements.
5. Continue to advance with excellence in the unpredictable and challenging Management scenario.
6. The Institute has the challenge of continuously upgrading the quality to attract good students and qualified and experienced faculty.
7. To boost the confidence level of the students, enhance their competency and empower them.
8. To make entrepreneurs and startup his own business / company.
9. Attract meritorious students towards IMS.
10. Lack of academic autonomy restrains the institute from introducing innovative and need based programs

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The institute is affiliated KBC North Maharashtra University, Jalgaon. It conducts the MBA programs with CBCS curriculum, which is revised periodically by the University.

Approved academic calendar, allotment of courses to subject teachers, updated course modules, daily time table. For the curriculum Enrichment the IQAC takes proactive initiatives in organizing Short Term Training Programme (STTP), Faculty Development Programme (FDP). guest lectures, seminars and training programs. Skill oriented and value-added courses such as communications skills and personality development programs.

Institute is committed to provide practical oriented education combined with a strong academic focus, developed specifically to match the current industry needs.

Managerial skills are provided through online and offline mode of learning. IMS also tries to integrate various issues related to Environment, Gender, Sustainability, Human Values and Professional Ethics with its existing curriculum. Institute also keep in pace with the modern trends, industry demands and global perspectives. The MBA syllabus is revised after every five years by the affiliated university.

To understand the stakeholder's expectation, the institute has well established feedback system. The feedback received from teachers, students, parents, alumni and employer. It not only helps institute in enriching its curriculum but also in overall development of society. Revision and redesigning of syllabus is periodically carried out based on feedback from the stakeholders and give it to the BOS members of the university to upgrade the syllabus as per the need of industry. The curricular information is conveyed through the institute's website and prospectus.

The IQAC of the college has a well-established online and offline feedback system. Feedback from all the stakeholders is collected on the prescribed university curriculum. The institute analyses the feedback and takes appropriate action. The feedback action taken report is made available on the institute website.

The institute aims to address cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics apart from imparting subject knowledge. The institute constituted "Women Grievance Redressal and Anti Ragging Committee" in order to make everyone aware of gender equity. The committee organizes various activities such as women rights and security, Women Empowerment, Health and hygiene, Social awareness, Usage of social media etc.

### **Teaching-learning and Evaluation**

Admissions are made as per the norms of the state DTE, Maharashtra and AICTE New Delhi governed by KBCNMU, Jalgaon. Several initiatives have been taken to address the needs of slow learners and advanced learners separately. All facilities are created for the physically handicapped students. Institution encourages teachers to use innovative pedagogies of teaching and learning.

Program Outcomes and Course Outcomes of all the courses are stated and displayed in website. We strive very hard to attain the learning outcomes and Cos & Pos are defined for the courses, through various experiential, collaborative and Participative learning methodologies. We venture always to achieve a symbiosis of professional development and human values.

The institution has the mechanism to identify slow and advanced learners. After identifying slow and advanced learners the Institute takes necessary steps to ensure effective learning. For slow learners Institute organizes remedial lectures, extra guidelines and motivates advanced learners to participate in various competitions at University, State, National level and similar co-curricular activities.

In order to make certain valuable and well-organized Teaching Learning and Evaluation process, Institute designs a well-designed academic Calendar. Institute also has a strong support in the form of its faculty member who have a good amount of hold on academics and research related activities. An appropriate ratio of Mentor Mentee is formed where personal and academic related issues are addressed. Apart from the regular teaching methodology, the innovative teaching pedagogy includes Presentations, Case study-based presentation etc.

The internal examination coordinator looks after effective monitoring and timely implementation of the internal examination and procedure of evaluation.

As affiliated to KBC North Maharashtra University Jalgaon, course in the syllabus have defined Course Outcomes (CO). The result analysis shows that Institute always achieved better results than University results. The institute takes feedback from stakeholders in various forms to understand the satisfaction level that

provides opportunities for improvements.

### **Research, Innovations and Extension**

The research cell is a heart of any academic institution. The institute has a boosting research environment. Presently the institute has 2 doctorate faculty , and out of this 01 doctorate research guide and 01 faculty members are registered for Ph.D. programme and our 02 students also resistered for Ph.D. degree. The IQAC also take care of various research activities by students and staff. During last five years various research papers have been published in UGC approved journals. Various research papers are published in the proceedings of National, International Conferences by faculty members. To attend and participate in research activity is regular practice of IMS.

The prime objective of Management education is to transform the mankind to human resource. However, the institute emphasises on holistic development of students inculcating into them a sense of social responsibility. This is achieved by engaging the students and faculty in various social services including blood donation, clothe donation, cleanliness drives etc. The institute has associated with Swatchh Bharat Abhiyan.

The institute encourages faculty and students to participate in various National, International Seminars, Workshops, Conferences and higher studies to inculcate the research environment from time to time. The various programmes in the institute conduct interdisciplinary research work.

The implication of the same has been reflected in terms of publications and presentations at National and International Journals, Conferences. The institute has established collaborative linkages with various research organizations, institutes and industries to strengthen and promote component of education and research in the institute, which has benefited the students and faculty to understand the current perspectives and trends, besides helping to enhance the visibility of the institute. The Institute has MOU with five industries and organization, to exchange the research and education.

### **Infrastructure and Learning Resources**

Infrastructure is a basic physical and organizational structures needed for the smooth operation of educational functions like teaching and learning mechanics. IMS has augmented the infrastructure to keep pace with academic advancement and growth. The classrooms at IMS create an atmosphere that is conducive to learning and nurture the quest for knowledge that the students possess.

The institute is located at Sakegaon on the banks of Waghur river. and spread over 1. acre of Land. The greenery around the institute makes it unique and creates educational environment. The 24x7 free Wi-Fi facilities is provided to students on campus. The campus is in CCTV surveillance.

All classrooms and seminar halls are equipped with LCD projector facilities. There is as separate Hall with a seating capacity of about 120 Students that is used for conducting seminars, conferences, cultural events of the institute and it's also equipped with well audio and video system. The Library aims to be a source of information and knowledge for students & faculty.

We have collections of books, e-books, journals, newspapers, magazines and subscriptions of e-journal. We have more than 20 Personal Computers with all required accessories & connected over the campus through

LAN with bandwidth 40 mbps. IMS has spacious playground for outdoor games like cricket, volley ball, football and badminton & also has independent sport room having Indoor game facilities like chess, carom, etc. We have the administrative office for providing the smooth and efficient facility to all students. Canteen facility is available for all students and staff members at a reasonable rate. The garden is a well-tended area, displaying a wide range of plants and with the spread of a green lawn.

Library provides good number of online learning resources such as Delnet, INFLIBNET, Shodhganga, Shodhsindhu, N-list, NPTEL, National Digital Library of India and computers with internet facility for students and teachers. The institute upgraded its IT facilities including Wi-Fi as per the needs and requirements during the last five years.

The campus is Wi-Fi enabled and allows teachers and students to access the Internet for a dynamic teaching learning process.

### **Student Support and Progression**

The institute aims to provide all kinds of support to the students. It facilitates scholarships provided by the Government of Maharashtra, Central Government and other agencies (Average benefited students 75%). The students belonging to reserve categories receive scholarships under various schemes. The institute also provided financial support to the needy students.

Eligible students get financial support from Government of Maharashtra state in the form of tuition fee reimbursement. Institution, from the society, waives fee to students based on their request and justification. Capability enhancement courses for competitive examinations, Career counseling, Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga and meditation, Personal Counseling are offered to all the two year students.

Institution maintains grievance addressing system having sensitive to student needs in its values. IMS collaboratively organized cultural and sports activities with neighbouring campus. KYDSCT's, Institute of Management and Science, Sakegaon organizes alumni meet once a year and feedbacks from alumni are used for improvements in student learning process.

Training and Placement cell is coordinated by placement cell officer who recognize students' potential through on campus & off campus interviews. Institute formed student council for their representation in academic as well as administrative responsibilities. For capability enhancement of student's institute arranged personality development schemes such as Guidance for competitive examination, career counseling, soft skill development, Vocational education training programme etc

For transparent mechanism IMS has its own Grievance Redressal, Anti Women Harassment & Anti Ragging Cell. Beyond curricular activities institute involve students in cultural & sports activity too for 360-degree development of students.

For the active involvement of the students and for their regular participation in governance, events undertaken by the various committees range from conducting social welfare / awareness programs in remote villages, blood donation camps, tree plantations, conducting expert lectures / workshops / seminars, poster & paper presentation, institute level indoor & outdoor sports competition events, cultural events like personality contest, debate competition, Annual Gathering.

Both male and female students are motivated to participate in various activities other than curricular activities. Merit students are rewarded with awards and certificates. The institute also provides incentives for the students who have participated in various sports and cultural events.

### **Governance, Leadership and Management**

With strong vision and mission, the IMS is providing the quality Management education since 2010. IMS Management body has set an evolving participatory system comprising of Chairman and Secretary at the helm of all affairs followed by the Institute Director, IQAC, and various committees working on various level with the different agenda.

The governance is student centric. The Institute has prepared a perspective strategic plan at every year proposed by the Director in coordination with Management, relevant committees. The proposed fund mobilization and deployment for the plan is approved by the Management. The faculty members are empowered in various areas by organizing various training program and deputing them for faculty development programs. Co-curricular and IQAC committee organizes empowerment activities at regular interval. The Institute is self-finance, private unaided institution thus its primary source of income is fees. The annual budgets of the Institute are proposed and passed through the CDC meetings and finally approved by the Chairman. Regular audits are conducted by internal and external auditors. IQAC of the Institute was established in 2010 and it played a significant role establishing the processing for providing conducive atmosphere for academic and research activity. A student centric structured organogram is developed for delivering effective process through different committees. Established process of academic audit and feedback from stakeholder, guide the IQAC for decision making

Institute has its Teaching and Non-Teaching welfare schemes including Medical Leaves, financial support for attaining conferences/seminars/workshops which not only develop the personality of the employees in better sense but also boost the employee and keeping its motivational sprit at highest.

Institute has its own financial audit both internally and externally with well authorized team in a regular sense for cross verifications of transactions.

IQAC has become valuable in suggesting a number of quality improvement measures in the Institute. It plays a catalytic role in the quality improvement of the Institute. IQAC has organized quality related seminars and workshops. IQAC has following strategies for the institutionalization of the quality assurance: Preparation of Perspective plan, Preparation of Academic Calendar. IQAC conducts periodically meetings, Timely submission of AQAR, Participation in AISHE etc.

### **Institutional Values and Best Practices**

Institute of Management and Science, Sakegaon provided facilities to students during campus hours. A course on Gender Sensitization, Gender Equity, Global Warming, Waste Management and Women Empowerments are parts in curriculum. Rainwater harvesting is made to preserve ground water in the campus. All green practices to reduce pollution are adopted. IMS strongly emphasized or importance activities and prevision like carbon free campus, plastic free campus, green campus and paperless office are the examples. Facilities for physically handicapped like lift, ramps, toilets.



Code of conduct for staff and students is made available online in the college portal. Institute emphasizes on core its core values. Institution offers course on Human values and professional ethics. Events for promoting truth, love, non-violence and peace are organized. Institution observes the birth and death anniversaries of great personalities. Institution maintains complete transparency in financial, academic and administrative functions.

Hence the entire campus is fitted with surveillance cameras along with security guards. There is a provision for common rooms for girl students, with toilet facility. The Girl students are provided training in self-defence, there is also a legal aid campaign for the girl students to make them aware about their fundamental rights and other rights in the trust.

All the rooms are fitted with LED lights, and there is a solar energy panel which generates sufficient energy to take care of a majority of daily power requirement, the institute has conducted Green Audit, Environment Audit and Energy Audit.

The Institute follows best practices of Value added and Skill Education and Green campus provide Infrastructural support to ensure educational outcomes. The Institute has established its distinctive approach towards this comprehensive Vision by intending it in the form of service to the society, by developing skilled human resource, multidisciplinary facilities to develop research environment and Entrepreneurship development.

The institute arranges programs to inculcate human values in students. It offers courses on Human Values and professional ethics such as Jurisprudence. The functioning of the Institution is as per statutory authorities. The Institute always integrally participates for promotion of universal values. It maintains complete transparency in its financial, academic, administrative and auxiliary functions. The best practices like counseling and awareness service for student community.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	KAI YASHODABAI DAGADU SARAF CHARITABLE TRUST INSTITUTE OF MANAGEMENT AND SCIENCE, SAKEGAON
Address	National Highway No. 6, Sakegaon
City	Bhusawal
State	Maharashtra
Pin	425201
Website	<a href="http://www.imssakegaon.org">www.imssakegaon.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	Prashant Pandit Bornare	02582-255124	9326461501	02582-255125	imssakegaon@rediffmail.com
IQAC / CIQA coordinator	Prashant Padamsing Raul	02582-255122	7020568314	02582-255121	ppraul08@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

**Establishment Details**

State	University name	Document
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	<a href="#">View Document</a>
Maharashtra	North Maharashtra University	<a href="#">View Document</a>

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	15-05-2023	12	EOA LETTER UPLOADED
AICTE	<a href="#">View Document</a>	15-05-2023	12	EOA LETTER UPLOADED

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	National Highway No. 6, Sakegaon	Rural	1	2163

## 2.2 ACADEMIC INFORMATION

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

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				2				5			
Recruited	0	0	0	0	1	0	0	1	3	2	0	5
Yet to Recruit	1				1				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				2				5			
Recruited	0	0	0	0	1	0	0	1	3	2	0	5
Yet to Recruit	1				1				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				3
Recruited	3	0	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	2	0	5
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	1	0	4
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	52	0	0	0	52
	Female	13	0	0	0	13
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	2	1	7	5
	Female	0	0	3	4
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	12	4	24	23
	Female	5	1	15	13
	Others	0	0	0	0
General	Male	6	5	11	12
	Female	7	3	4	3
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>32</b>	<b>14</b>	<b>65</b>	<b>60</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>“VISION” “To develop The Institute As Center For Excellence In Management Education &amp; Research”</p> <p>“Mission” To Promote High Quality Education, Training And Research At Affordable Cost For The Upliftment Students Living In Rural Areas</p>
2. Academic bank of credits (ABC):	<p>Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving colleges or universities. There will be “multiple exits” &amp; “multiple entries” points during the higher education tenure &amp; credits will be</p>



	<p>transferred through the ABC seamlessly. ABC can be considered as an authentic reference to check the credit record of any student at any given point in time. Thus, the concept of ABC is fuel to boost the efficiency of faculty and help students embrace a multi-disciplinary educational approach. The idea is to make students “skillful professionals” and help their overall growth.</p>
<p>3. Skill development:</p>	<p>Acquiring the ability or capacity through sustained and systematic efforts, in order to carry out complex activities or job functions smoothly and adaptively, is termed skills development. In simple terms, identifying the skills gap and making efforts to improve them is known as skills development. Although skills development and how to develop your skills is a big topic to cover, it is further divided into three categories; cognitive, technical, and interpersonal skills. Skills development can also be explained as a form of instruction where through repeated and detailed experiences, knowledge is being learned. Honing and improving skills becomes easy when we move forward step by step.</p> <p>1. Identification Of Skill Gaps The very first stage of developing skills is identifying where you lack them and what skills you really need to learn. People out there sometimes get attracted to what others are learning and keep switching from learning one skill to another. This merely is a waste of resources. Identifying your skill gap and working on skills development and how to develop your skills can not only help you utilize your resources effectively and efficiently, but can also keep you focused on your goal.</p> <p>2. Start With Core Skills Having done the identification, divide the required skills into two subcategories, as core skills and secondary skills. Core skills are the main skills that have a direct impact on your goal. Sometimes these skills are also referred to as the "area of expertise." On the other hand, secondary skills have the least direct impact on your goal but still contribute to your success and achievements.</p> <p>3. Find A Mentor Finding a mentor is always an essential step in gaining knowledge. A professional mentor is somebody who has already experienced all the hardships you are about to face. They must be knowing what skills development is and how to develop their skills. But what if you cannot find a mentor? Well, in that case, you can look</p>

	<p>for virtual mentors . Joining an online course through distance learning platforms is also fruitful. 4. Make Checkpoints Sometimes learning a skill takes more time than usual. Also, you may get stuck or get frustrated since you cannot see what you have achieved or learned. You can be updated with what you have gained and how much knowledge is left for you to learn, by making a checklist. Checkpoints help you with the steps you have completed and keep you aware of your progress. Do not forget to put some measuring tests in between the steps while you make your checklist. It has been noticed that after finishing your learning phase, you may forget some crucial parts. Also, you need to be aware of where you are still lacking. Taking some tests as one of the steps in your learning can be helpful.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>A civilisation is the expression of a culture in the form of behaviour and societal system. In order to share our understanding, feelings and thoughts, various means of communication have been used such as – language, literature, song, dance, drama, painting, sculpture... To materialise this culture in terms of behaviour and system, different forms have been developed such as science, technology, architecture, modes of production, transportation, exchange, modes of education... Holistic and Humane Knowledge System A knowledge system which ensures right understanding and clarity of living in harmony at all levels of human existence can be called a holistic and humane knowledge system Many cultures and civilisations over millennia have tried to evolve such knowledge systems The Indian culture and civilisation is one such example How a culture, civilisation develops and is propagated generation after generation depends on its education-sanskar, its knowledge system.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-based education (OBE) is a model of education that rejects the traditional focus on what the school provides to students, in favour of making students demonstrate that they "know and are able to do" whatever the required outcomes are. Outcome based education (OBE) is student-centered instruction model that focuses on measuring student performance through outcomes. Outcomes include knowledge, skills and attitudes. Its focus remains on evaluation of outcomes of the program by stating the knowledge, skill and behavior a graduate is expected</p>

to attain upon completion of a program and after 4 – 5 years of graduation. In the OBE model, the required knowledge and skill sets for a particular engineering degree is predetermined and the students are evaluated for all the required parameters (Outcomes) during the course of the program. Outcome-based education is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted OBE reforms emphasize setting clear standards for observable, measurable outcomes. Nothing about OBE demands the adoption of any specific outcome. For example, many countries write their OBE standards so that they focus strictly on mathematics, language, science, and history, without ever referring to attitudes, social skills, or moral values.

6. Distance education/online education:

1. Availability One of the first factors creating a difference between online learning & distance education is availability. Online learning courses have gained a lot of popularity in the past 4-5 years.
2. Interaction This is another factor creating a difference between online learning & distance education. If we compare the level or extent of interaction between the mentor and mentee in distance education courses and online learning courses, we will be able to identify major differences.
3. Duration Another difference between online learning & distance education is the time duration taken by distance education courses and online learning courses. The time for a distance bachelor's degree will naturally be much more than any online learning.
4. Scope Another difference between distance learning and online learning is Scope. Distance education course or diplomas are usually concluded with a degree/diploma certificate recognized, approved or offered by some validated government bodies.
5. Intention The intention behind enrolling oneself in a graduate distance learning program will be entirely different from those registering themselves for online learning courses. A

correspondence course will qualify a person for a higher or a different level of education just like any masters or bachelor's degree or diploma which is usually done to opt for a senior position or intended to be applicable for job growth and an increase in pay. 6. Location In online learning, students can be together in one place via a virtual classroom where an instructor is present with them while working through their digital lessons and assessments. When using distance learning, candidates work online or at home after the teacher assigns work and checks it digitally. 7. Cost Considerations This is another important factor making a difference between online learning & distance education. Fairly as the value and worthiness of distance education courses are much more than online learning courses, the former is relatively more expensive than the later. 8. Target Clientele The target clients is one of the most crucial factors creating a difference between distance learning and online learning. The target clientele of distance education courses is obviously much narrower than that of online learning courses. This is mainly because distance education courses cost more, so people give it a thought before applying, while online certification courses are usually done by those looking for an improvement in their current stature, salary or job profile. 9. Feedback If you are looking to understand the difference between online and distance learning, you cannot ignore feedback. Distance education courses are a two-way process i.e., it is an education system where a student applies for a degree/diploma, get selected, receives necessary study material, studies for the duration of the course and appears for an examination at the end of the semester. 10. Relevance This is another crucial factor creating a difference between online learning & distance education. A distance learning bachelor's degree is as relevant as any other full time or parttime degree from a recognized university.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Electoral Literacy Club (ELC) has been set up in the institution in 2020 and is functioning The director is the Chairperson of the Club Officer as the Faculty

	<p>Coordinator. Two students are also appointed as student coordinators. 80 students are members in it. The primary objective of the club is sensitizing the student community about democratic rights which includes casting votes in elections. * Electoral Literacy Squad * 1. Dr Prashant P. Bornare - I/C Director 2. Prof. Yogesh A. Rote - Faculty Member 3. Prof . Prashant P Raul - Faculty Member 4. Prof Ganesh D. Patil - Faculty Member 5. Prof Lina Suhas Patil - Faculty Member 6. Aboleer Karlekar - Student Representative 7. Chetana R. Nimbhorkar - Student Representative</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The ELC has both faculty coordinator and student coordinators, appointed by the Head of the Institution. The ELC is functioning with the following Objectives. 1. To create awareness and interest among faculties and students through awareness activities and camps. To educate the targeted populations about voter registration, electoral process and related matters. 2. To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. 3. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. 4. To facilitate voter registration for its eligible members who are not yet registered. 5. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind'. 6. The activities report is available in the following link and in the website. <a href="https://hicet.ac.in/electoral-literacy-club-elc">https://hicet.ac.in/electoral-literacy-club-elc</a></p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The following are the initiatives undertaken by the ELC of the institution. 1. Right to Vote- Pledge 2. Right to Vote Awareness in the institution and in nearby villages 3. Right to Vote - Drawing Competition to School students 4. Right to Vote- Poster Competition to College students 5. Special Camp for Voters inclusion and correction 6. Special Camp for EVM and integrity of the electoral process 7. Participation in Parliamentary Election Duty 8. Promotion of Ethical Voting 9. Promotion of Voting among Senior Citizens</p>
<p>4. Any socially relevant projects/initiatives taken by</p>	<p>The institution has arranged facilities in the premises</p>

<p>College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>to conduct training programs to the management students School by the District Election Officer. As our Institute of Management and science (IMS) Sakegaon belongs to rural area.so Institute emphasis to take awareness camp related to electoral drive in below villages ? Jogalkheda ? Vanjola ? Bhankheda ? Sakegaon ? Kadgaon ? Gojare ? Jalgaon-khurd Institute takes initiatives for Updation of their voter ID and voter rights. Students of the institution actively participate the Government programs in Electoral process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years age are cultured to be the registered voter by way of awareness camps and pledge. The ELC conducts year-wise camps for the same. Institute take efforts for creating awareness among students regarding importance of electoral literacy</p>

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
125	79	44	63	84
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 9

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	9	8

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
14	7	7	8	18
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		





## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

**1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process**

An academic calendar is prepared by the institute at the beginning of each academic year in line with the University's calendar. The calendar is uploaded on institute website, displayed on notice boards and is communicated to teachers and students. All the classes and examinations are planned as per the calendar, thus ensuring complete adherence. Timetable Coordinator of each department prepares the time table as per academic calendar and university curriculum for the number of credit hours for each subject prior to the start of the semester.

This lesson plan is duly approved by the Director of institute. Director maintains a monthly monitoring report on course coverage, student attendance and assignment provided for every subject. Internal Sessional Examinations dates are mentioned in the academic calendar. Detailed Examination schedule is announced prior to one week from the scheduled dates of respective examinations. The question papers of internal sessional exams are prepared by concerned faculty members. The answer papers are evaluated and shown to students to ensure transparent and unbiased evaluation. In case of unseen conditions, the institute academic calendar is modified and revised as per the instructions of Director of the Institute.

Ensuring effective curriculum delivery is crucial for the success of any educational institution. Here's how an institution might achieve this through a well-planned and documented process:

1. Curriculum Design and Development:- The institution starts by designing and developing a curriculum that aligns with its educational goals, objectives, and standards. This process involves input from subject matter experts, faculty members, and educational specialists to ensure relevance, coherence, and rigor.
2. Learning Outcomes Definition:- Clear learning outcomes are defined for each course or program, specifying what students should know, understand, and be able to do upon completion. These outcomes serve as a guide for curriculum delivery and assessment.
3. Instructional Design:- Instructional designers work with faculty members to design engaging and effective learning experiences that promote active learning, critical thinking, and skill development. This may involve selecting appropriate instructional methods, resources, and technologies.
4. Resource Allocation:- The institution allocates resources, including faculty time, instructional

materials, equipment, and facilities, to support curriculum delivery effectively. This may involve scheduling classes, assigning teaching loads, and securing necessary resources.

5. Monitoring and Evaluation:- The institution establishes mechanisms for monitoring and evaluating curriculum delivery to ensure alignment with learning outcomes and quality standards. This may involve classroom observations, student feedback surveys, peer reviews, and course evaluations.

6. Feedback and Reflection:- Faculty members collect feedback from students and peers on their teaching practices and use this feedback to reflect on their performance and make improvements. This iterative process helps enhance curriculum delivery over time.

7. Documentation and Review:- Curriculum delivery processes, including lesson plans, teaching materials, assessments, and student performance data, are documented and regularly reviewed for effectiveness and compliance with institutional policies and standards.

By following a systematic and well-documented process for curriculum delivery, the institution can ensure that students receive high-quality education that prepares them for success in their academic and professional pursuits.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 13

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.2.2

*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*

**Response:** 88.1

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
85	77	46	59	81

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

**Response:**

**1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**

#### **Mission of Institute**

To Promote High Quality Education, Training and Research at Affordable Cost For The Upliftment Students Living In Rural Areas

#### **Vision of Institute**

“To develop The Institute as Centre for Excellence in Management Education & Research”

The institute has been working for the development of the students through the following parameters: -

- 1. Professional Ethics:** - Being an engineering institute, inherently students acquire professional ethics through the institute environment and culture. As part of programme curriculum, topics

related to professional ethics are included in the syllabus like Organizational Behaviour, project management etc.

2. **Gender Equality:** - Though the institute is co-education, for gender equity the institute has constituted “Women Grievance Redressal and Anti Ragging Committee”. In order to make everyone aware of gender equity, the committee organizes various activities such as women rights and security, Women Empowerment, health and hygiene, social awareness, usage of social media etc.
3. **Human Values:** - The institute is very keen on imbibing human values among students through various activities such as celebrating Independence Day, Republic Day, Gandhi Jayanti, Teacher`s Day, Voters Awareness Day, International Yoga Day, World Environment Day, Youth Day, Traditional day etc.
4. **Environmental and Sustainability:** - Environmental Studies is a part of curriculum as prescribed by the University. It helps to create awareness about the Ecosystem, Natural Resource Conservation, Waste Management and Pollution. The institute organizes Tree Plantation Program, Cleanliness Program and special lectures to make everyone aware of the importance of environment and sustainability issues. Rainwater Harvesting, waste water recycling, usage of solar energy, illumination through LED etc. at the institute creates awareness and consciousness among staff and students.
5. **Curriculum Mapping:-** The institution conducts a thorough analysis of its existing curriculum to identify opportunities for integrating crosscutting issues. This involves mapping the curriculum to identify where topics related to professional ethics, gender, human values, environment, and sustainability can be incorporated.
6. **Stakeholder Engagement:-** The institution engages stakeholders, including faculty members, students, industry professionals, and community representatives, to gather input and perspectives on the relevance and importance of integrating crosscutting issues into the curriculum.
7. **Learning Outcomes Alignment:-** Clear learning outcomes related to professional ethics, gender awareness, human values, environmental responsibility, and sustainability are defined and aligned with course objectives and program goals. These outcomes guide curriculum development and assessment.
8. **Interdisciplinary Approach:-** Crosscutting issues are integrated into the curriculum using an interdisciplinary approach that cuts across traditional disciplinary boundaries. This fosters a holistic understanding of complex societal challenges and encourages collaboration and innovation.
9. **Experiential Learning:-** The curriculum incorporates experiential learning opportunities, such as case studies, simulations, fieldwork, internships, and community projects, that allow students to apply ethical principles and explore issues related to gender, human values, environment, and sustainability in real-world contexts.
10. **Assessment and Feedback:-** Assessment methods are aligned with learning outcomes related to crosscutting issues, and feedback mechanisms are established to evaluate students' understanding and application of ethical principles, gender perspectives, and sustainability concepts.

By integrating crosscutting issues into the curriculum, the institution prepares students to become ethically informed professionals who are equipped to address the complex challenges of the 21st century with integrity, empathy, and social responsibility.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 52

#### 1.3.2.1 Number of students undertaking project work/field work / internships

Response: 65

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 47

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
45	50	6	19	21

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	60

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list as published by the HEI and endorsed by the competent authority	<a href="#">View Document</a>
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 2.1.2

##### *Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 100

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
36	42	06	15	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	42	06	15	13

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio  
(Data for the latest completed academic year)**

**Response:** 13.89

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**



**Response:**

**2.3.1: Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

Our Institution strives to integrate experiential, participatory, and problem-solving methodologies by devising innovative teaching-learning methodologies that bring a profound learning experience for the divergent students in the DIGITAL ERA. Engaging the learner throughout the lecture session has been the best and acceptable methods of the teaching learning process. The traditional method of teaching inside the classroom engaged the students throughout the lecture session but the learner involvement could not be achieved and the evaluation process is not in an outcome-based method. The traditional way of lecture delivery is teacher-centric, not student-centred. Teaching learning method following the same traditional way of lecturing, content delivery and traditional formative assessment procedures followed are not a suitable assessment for observing the learners' learning experience. Mostly there are no assessments followed for observing the learners' learning experience. Our institution followed experiential learning, participatory learning and problem-solving methodologies for enhancing learners learning experience.

- Seminar
- Home Assignments and Presentations
- Group discussions
- Case Analysis

Role plays Our Institution further provides high quality of out of class learning opportunities through guest lectures, seminars, and workshops that align the academic stated goals and outcomes. The co – curricular and extra - curricular activities plays an integral part of the students' holistic education through various squads of Cultural Club, Sports Club, Quiz Club, Consumer Club and Entrepreneurship Development Cell (Start Up). Students participation in Intra and Inter Collegiate Competitions, Cultural events, Sports and Games of District/State/ National and International levels enrich their professional ethics and social responsibilities. Participatory learning among students is also facilitated through innovative components in Modular Assessing Panel like Group Discussions, Quiz, Poster Presentations, Games and Simulation Exercises and Demonstrations.

Experiential Learning Methods

- Learning by Doing (LbD)
- Projects Designs
- Minor Project
- Major Project
- Industry internship

· Field work

The Outcome Based Education for the programme is formulated with Theory cum Practical for all the Discipline Specific Courses and Discipline Specific Elective Courses that facilitate the students to understand the learned theory concepts alongside hands - on practical sessions. Demonstrations and Practical Experiments would foster substantial training to meet the industrial prospects. Industrial visits and Field visits will be an induction for the core learning programme. Students are provided with ampules learning tools of Google classrooms, Kahoot, National Digital Library of India (NDLI) etc., to meet the Education for Digital Era.

The Training and Placement División establishes a training programme for placement targeted students for a fortnight during summer vacation to evolve communication, aptitude, logical thinking skills and make the students industry – ready. Students would gain colossal experience through Industrial Exposure Training and acquire in depth eruditions in the final semester. Problem Solving Methods ·

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

#### Percentage of full-time teachers against sanctioned posts during the last five years

**Response:** 14.67

#### 2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	60

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

**Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**

**Response:** 15.91

**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	01	01	02

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

Internal assessment is a crucial component of educational systems worldwide, serving as a means to evaluate a student's progress, understanding, and application of knowledge within a given academic framework. To ensure its efficacy, transparency, and robustness, internal assessment mechanisms must adhere to certain principles, including frequency, mode, and fairness.

Frequency:

The frequency of internal assessments plays a significant role in ensuring a comprehensive evaluation of a student's learning journey. By conducting assessments regularly throughout the academic term, educators gain insight into students' evolving understanding of the subject matter. Frequent assessments also provide students with ongoing feedback, allowing them to identify areas for improvement and adjust

their learning strategies accordingly. Moreover, regular assessments help mitigate the impact of performance fluctuations by providing a more holistic view of a student's capabilities over time.

#### Mode:

The mode of internal assessment refers to the methods and tools used to evaluate students' learning outcomes. A diverse range of assessment techniques ensures that different learning styles and abilities are accommodated, promoting inclusivity and equity within the educational environment. Modes of assessment may include written examinations, practical demonstrations, presentations, projects, and collaborative assignments. By incorporating various modes of assessment, educators can assess not only students' knowledge retention but also their critical thinking, problem-solving, and communication skills. Furthermore, utilizing a mix of formative and summative assessments allows for both ongoing feedback and comprehensive evaluation of student performance.

#### Transparency:

Transparency is paramount in ensuring the integrity and trustworthiness of internal assessment processes. Clear and well-defined assessment criteria provide students with a clear understanding of what is expected of them and how their performance will be evaluated. Transparency also extends to the assessment methodology, with educators openly communicating the rationale behind the chosen assessment methods and how they align with learning objectives. Additionally, transparency entails providing students with timely feedback on their performance, including specific areas of strength and areas for improvement. By fostering open communication and transparency, internal assessment processes become more accessible, equitable, and accountable.

#### Robustness:

The robustness of internal assessment mechanisms refers to their reliability, validity, and resilience to potential biases or inconsistencies. To ensure robustness, assessments must be designed with careful consideration given to their alignment with learning objectives, curriculum standards, and educational best practices. Assessment tasks should be constructed to measure the intended learning outcomes accurately, avoiding ambiguity or bias that may distort results. Furthermore, assessment instruments should undergo rigorous validation procedures to ensure their reliability and validity across diverse student populations. Robust assessment processes also incorporate measures to prevent cheating or academic dishonesty, safeguarding the integrity of the evaluation process.

the transparency and robustness of internal assessment mechanisms are essential for promoting accountability, fairness, and student success within educational systems. By prioritizing frequency, mode diversity, transparency, and robustness, educators can create assessment practices that effectively gauge student learning, provide meaningful feedback, and support academic growth. Ultimately, internal assessment serves as a cornerstone of educational excellence, driving continuous improvement and fostering a culture of learning and achievement.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

**Response:**

### 2.6.2 Describe the method of measuring the level of attainment of POs , PSOs and COs in not more than 500

To measure the level of attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), institutions typically employ a systematic approach involving various assessment methods. Here's a concise description of this process:

1. Define Outcomes: Firstly, institutions define clear and measurable Program Outcomes (POs) which encapsulate the overarching goals of the program, Program Specific Outcomes (PSOs) which are tailored to the specific characteristics of the program, and Course Outcomes (COs) which are related to individual courses within the program.
2. Alignment: Ensure alignment between COs, PSOs, and POs. COs should contribute directly to the attainment of PSOs, which in turn contribute to the fulfillment of POs.
3. Assessment Tools: Develop assessment tools aligned with each CO, PSO, and PO. These tools may include exams, projects, portfolios, presentations, case studies, practical assessments, etc.
4. Data Collection: Collect data on student performance using the assessment tools. This could involve grading rubrics, surveys, peer evaluations, and other forms of evaluation.
5. Analysis: Analyze the collected data to evaluate the extent to which students have achieved the desired outcomes. This analysis could be quantitative (using statistical methods) and qualitative (evaluating the quality of student work).
6. Feedback and Improvement: Provide feedback to students on their performance and use the assessment results to identify areas of strength and weakness in the curriculum. This feedback loop informs curriculum improvements and teaching methodologies.
7. Continuous Improvement: Continuously monitor and refine the assessment process to ensure its effectiveness in measuring the attainment of POs, PSOs, and COs. This may involve periodic reviews of the outcomes, assessment methods, and curriculum design.

8. Stakeholder Involvement: Involve stakeholders such as faculty, students, employers, and accrediting bodies in the assessment process to ensure that it remains relevant and aligned with the expectations of all parties involved.

9. Documentation and Reporting: Document the assessment results and report them to relevant stakeholders, including faculty, administration, accrediting agencies, and program advisory boards.

10. Use of Results: Utilize the assessment results for program improvement, accreditation purposes, and to demonstrate accountability and transparency to stakeholders.

By following this systematic approach, institutions can effectively measure the level of attainment of POs, PSOs, and COs, thereby ensuring the quality and relevance of their educational programs.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

To measure the level of attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), institutions typically employ a systematic approach involving various assessment methods. Here's a concise description of this process:

1. Define Outcomes: Firstly, institutions define clear and measurable Program Outcomes (POs) which encapsulate the overarching goals of the program, Program Specific Outcomes (PSOs) which are tailored to the specific characteristics of the program, and Course Outcomes (COs) which are related to individual courses within the program.
2. Alignment: Ensure alignment between COs, PSOs, and POs. COs should contribute directly to the attainment of PSOs, which in turn contribute to the fulfillment of POs.
3. Assessment Tools: Develop assessment tools aligned with each CO, PSO, and PO. These tools may include exams, projects, portfolios, presentations, case studies, practical assessments, etc.
4. Data Collection: Collect data on student performance using the assessment tools. This could involve grading rubrics, surveys, peer evaluations, and other forms of evaluation.
5. Analysis: Analyze the collected data to evaluate the extent to which students have achieved the desired

outcomes. This analysis could be quantitative (using statistical methods) and qualitative (evaluating the quality of student work).

6. Feedback and Improvement: Provide feedback to students on their performance and use the assessment results to identify areas of strength and weakness in the curriculum. This feedback loop informs curriculum improvements and teaching methodologies.

7. Continuous Improvement: Continuously monitor and refine the assessment process to ensure its effectiveness in measuring the attainment of POs, PSOs, and COs. This may involve periodic reviews of the outcomes, assessment methods, and curriculum design.

8. Stakeholder Involvement: Involve stakeholders such as faculty, students, employers, and accrediting bodies in the assessment process to ensure that it remains relevant and aligned with the expectations of all parties involved.

9. Documentation and Reporting: Document the assessment results and report them to relevant stakeholders, including faculty, administration, accrediting agencies, and program advisory boards.

10. Use of Results: Utilize the assessment results for program improvement, accreditation purposes, and to demonstrate accountability and transparency to stakeholders.

By following this systematic approach, institutions can effectively measure the level of attainment of POs, PSOs, and COs, thereby ensuring the quality and relevance of their educational programs.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

#### Pass percentage of Students during last five years (excluding backlog students)

**Response:** 66.84

#### 2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
45	09	23	20	28

#### 2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
65	14	30	31	47

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.66</b></p>	
File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

**Response:** 0

**3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

**3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge.**

Institution of Management and Science (IMS) has carved out a dynamic ecosystem that pulsates with innovation, serving as a fertile ground where ideas germinate, flourish, and eventually transcend into tangible solutions. At its core, Institution of Management and Science IMS is not merely a conventional entity but rather a bustling hub of creativity, where every corridor whispers the promise of transformative change.

Fuelling this ecosystem is a meticulously crafted framework of initiatives designed to cultivate, nurture, and propagate knowledge across its sprawling landscape. From state-of-the-art research facilities to collaborative spaces buzzing with interdisciplinary dialogue, Institution of Management and Science (IMS) provides the perfect incubator for innovation to thrive.

One of the institution's flagship initiatives is its robust research and development program, which serves as the lifeblood of its innovative endeavours

However, Institution of Management and Science (IMS) commitment to innovation extends far beyond the confines of its laboratories. Recognizing the importance of collaboration and knowledge sharing, the institution has established a myriad of platforms and initiatives aimed at fostering interdisciplinary dialogue and cross-pollination of ideas. From innovation summits and hackathons to industry-academia partnerships and technology transfer programs, Institution of Management and Science (IMS) leaves no stone unturned in its quest to catalyse innovation.

But perhaps what sets Institution of Management and Science (IMS) apart is its unwavering commitment to the democratization of knowledge. Through open-access initiatives, online courses, and community outreach programs, the institution seeks to break down barriers to education and empower individuals from all walks of life to participate in the innovation ecosystem.

In conclusion, Institution of Management and Science (IMS) stands as a beacon of innovation, a testament to the transformative power of knowledge, and a catalyst for positive change in the world. With its vibrant ecosystem, collaborative spirit, and unwavering dedication to pushing the boundaries of what is possible, Institution continues to shape the future, one breakthrough at a time.

Innovative ideas are emanating from the minds of students as well as teachers. These contemplations need a conducive environment to take a concrete shape, to nurture up and to be fruitful. Institute has recognized this basic philosophy.

The computer lab of the institute are well updated and they can sustain shaping of innovative ideas and budgetary allocations for upgradation, consumables and meeting special needs of research are provided.

The institute has recognized computer its laboratory. Here the faculty and students can do their research activities. Thus, the research and innovations are promoted by the Institute.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.2.2

***Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years***

**Response:** 15

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
04	04	02	02	03

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**Response:** 0.89

**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
08	00	00	00	00

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 3.3.2

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

**Response:** 0

**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.4 Extension Activities**

**3.4.1**

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

**3.4.1 Describe the impact of extension activities in sensitising students to social issues and holistic development.**

Extension activities play a pivotal role in sensitizing students to social issues and fostering holistic development. These activities extend beyond the confines of the traditional curriculum, providing students with opportunities to engage with real-world problems, develop empathy, and cultivate a sense of responsibility towards society. The impact of extension activities in this regard is multifaceted, encompassing cognitive, affective, and behavioural domains.

Moreover, extension activities cultivate empathy and compassion among students by fostering direct interactions with individuals and communities facing adversity. Engaging in volunteer work or service-learning projects provides students with opportunities to listen to diverse perspectives, witness the lived experiences of others, and recognize the human impact of social issues.

Overall, the impact of extension activities in sensitizing students to social issues and fostering holistic development is profound and far-reaching. By providing experiential learning opportunities, promoting empathy and social responsibility, and nurturing personal and interpersonal skills, these activities empower students to become informed, compassionate, and actively engaged citizens.

The Institute's mission statement explicitly mentions "preparing engineers for societal development". The entire curriculums of the courses have been skilfully amalgamated with the co-curricular and

extracurricular activities to train students for societal service also. There are several societal services activities undertaken by the institute at the central level as well as at the departmental level. A summary report of such activities is presented here:

**1 Blood Donation:** A blood donation camp is organized every year in the institute leading to the blood collection of over one hundred bags at a time. There is a great awareness in the student fraternity and they are willing to donate blood in case of emergency requirements.

**2 Cloth Donation:** Students collect old clothes and distribute them in slum localities, spreading some warmth in the people lives.

**3 Cleanliness Drive:** To aware students about the importance of cleanliness and physical work, cleanliness drives are organized in the campus. Students and Staff members do cleaning work.

A Clean Room competition on the occasion of Gandhi Jayanti is also organized every year for resident students.

**4 Environmental Awareness:** To enhance environmental awareness, a no vehicle day was celebrated in the institute. Students and Staff members shared the vehicles and used the public transport system in place of the private vehicles.

**4 Tree Plantation:** This drive is carried out every year at the campus.

**5 Awareness Regarding Addiction:** Tobacco is, unfortunately, spreading as a common addiction in society. To create awareness in this regard, International Head and Neck "Cancer Day" program was organised by Student Development Department. In this program, a short film was shown to students to realize how smoking, tobacco chewing harm the human body. A pledge was taken by students for a tobacco-free campus.

**Some more activities include:**

1 Fruit Distribution in Civil Hospital to poor patients.

2 Visit to the Orphanage, to spare time with orphan kids, offering them snacks etc.

3 Visit to Old Age Home and spare time with old people offering them meals etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**3.4.2**

**Awards and recognitions received for extension activities from government / government**

## **recognised bodies**

### **Response:**

#### **3.4.2 Awards and recognition received for extension activities from Government/ Government recognised bodies**

To provide a comprehensive list of awards and recognition received for extension activities from government or government-recognized bodies. Extension activities can encompass a wide range of fields, including agriculture, education, healthcare, community development, and more. Each field may have its own set of awards and recognitions from government or government-recognized bodies.

However, some common types of awards and recognition for extension activities might include:

##### **1. National Agricultural Extension Awards:**

Given by agricultural departments or ministries to recognize outstanding contributions in agricultural extension services, such as promoting sustainable farming practices, increasing agricultural productivity, or rural development.

##### **2. National Service Awards:**

These could be awarded for exemplary service in areas such as education, healthcare, community development, or disaster relief efforts.

##### **3. Recognition by Government Agencies:**

Some extension activities may receive recognition from specific government agencies related to their field. For example, in education, recognition from the Ministry of Education for innovative teaching methods or community engagement initiatives.

##### **4. Community Development Awards:**

These might be given by local or national government bodies to recognize efforts in community development, such as promoting literacy, health awareness, or environmental conservation.

##### **5. Public Health Awards:**

Given by health departments or ministries for contributions to public health awareness, disease prevention, or healthcare access in underserved communities.

##### **6. Environmental Awards:**

Recognition for activities promoting environmental sustainability, conservation efforts, or eco-friendly practices, often awarded by environmental agencies or ministries.

##### **7. Social Welfare Awards:**

Recognition for initiatives focused on social welfare, poverty alleviation, or empowerment of marginalized communities, often awarded by social welfare departments or ministries.

### 8. Disaster Relief Awards:

Recognition for exemplary efforts in disaster preparedness, response, or rehabilitation, often awarded by disaster management authorities or government agencies.

These are just a few examples, and the specific awards and recognition available may vary depending on the country, region, and field of extension activity.

Institute of management and science (IMS) Sakegaon, has conducted tree plantation & Waghur river cleaning every year. Gram panchayat Sakegaon awarded appreciation certificate to IMS for conducting such types of events. IMS also emphasis contribution on Swaccha Bharat Abhiyan, AIDS awareness camp to the Sakegaon and nearby villages.

Institute also emphasis on save river mission. IMS conducted river cleaning mission by management students at every year at Waghur and Tapi river.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.3

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 11

**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	02	02	03

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response: 2**

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

**Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**

**Response:**

**4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, computing equipment etc.

Answer:

The institute has provided the adequate facilities as per the requirement of AICTE, PCI and KBCNMU University for MBA course and it is located in the Sakegaon-Bhusawal Dist. Jalgaon. The institution is endowed with state-of-the-art building comprising of the physical infrastructural facilities that support and facilitate teaching learning process.

K.Y.D.S.C Trust's Institute of Management and Research, Sakegaon has adequate all necessary facilities as per the norms of AICTE, New Delhi, DTE Maharashtra Government and North Maharashtra University Jalgaon. We have green campus with neat and clean classrooms with comfortable seating arrangement for MBA students followed by all necessary teaching and e-learning aids like LCD projectors, white boards, and computer system.

Our campus has main office, director cabin, board room, central room, maintenance office, security office, examination control office, boys and girls common rooms, cafeteria, first aid and sick room, placement office, computer lab, language lab, well arrange libraries and staff room.

All the halls, labs, rooms and cabins as per the carpet areas instructed by AICTE saturated bodies' strictly. Institute use to proper labelling of all the divisions, rooms and cabins of the buildings with notice boards, display board and stand board to address all the notices and communication properly with students.

IMS has good titles numbers of books, study materials and self-help books to the students for overall development curriculum. We have started learning management systems (LMS) to promote the digitalization and e-learning in academic from academic year 2017-18.

Since establishment in 2010, Institute of Management and Science Sakegaon, being infrastructure as one of its strengths, has developed all-round to provide conducive environment for the students. The institute believes that the adequate infrastructure and physical facilities provide plenty of opportunities to both students and faculty for their inclusive growth & development.

Being one of the most preferable learning institutes in this region, the institute has never compromised with infrastructural facilities be it buildings, laboratories, library, equipment, computers, software, books and other learning resources. The campus is lush green, spread over 1acres area and located on the bank of river 'Waghur'. As a learning institute, the institute has adequate infrastructure such as classrooms, drawing halls, seminar halls, library, computer centre, workshop, hostels, canteens, indoor as well outdoor sports facilities, gymnasium, yoga hall etc'

**Technology Enabled learning facility:** The College has ICT Classrooms where the provision of Multimedia learning, Wi-Fi connectivity and internet access is given to promote the online teaching and learning resources faculty Prepares Power point slides, assignments, live projects, MCQs, etc

**CCTV:** College campus, computer lab are fully covered with CCTV surveillance. Staff Room: All faculty members are provided cabin along with one PC with internet access for their academic & research purpose.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 100

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
14	7	7	8	18

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

#### Response:

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

#### Answer:

Library is automated by using “e-Granthalaya” software, an integrated library management system. The “e-Granthalaya” software is FULLY AUTOMATED ILMS. For maintenance of record. Online Public Access Catalogue (OPAC) has been provided along with, which is used by students & faculty for search of books by title/ author name etc. Reading room is available for students and teachers. Digital Library is also available with facilities such as, e-journals, e-books, e-ShodhSindhu, e-Shodhganga resources; various journals are provided to access and upgrade the research knowledge of the staff and students.

The library has 100.10 square meters built up area. It is well furnished, spacious and ventilated with separate reading rooms for boys, girls, staff and PG students with a capacity of 100 readers. It has six sections: Stack Section, Reference Section, E-Library and Reading Room. The library is provided with CCTV Surveillance. It is a rich library with 5000 volumes, 5000 titles. The library also subscribes National and International journals of Management.

The automation is useful to improve and streamline the library operations in a more effective and efficient manner. The library follows open access system encouraging the user to browse freely in the stack area. User can search the library collection by giving Title, Author, and Class Number. New arrivals of books and journals are displayed on separate stands and racks.

The library organizes regular User Orientation Programs for the users to use the Library Sources and Services, every academic year for newly admitted students.

## 1. Acquisition

This enables library staff to handle all the major functions, such as Suggestions Management; Order Processing, Cancellation and Reminders; Receipt, Payment and Budgetary control; Master files such as Currency, Vendors, Publishers etc.

## 2. Catalogue

This module is used for retrospective conversion of library resources. It also facilitates library staff to process, the newly acquired library resources.

## 3. Circulation

This module takes care of all possible functions of circulation, it also cares membership management, maintenance and status of library items, transaction, Inter Library Loan, overdue charges, renewals & reminders, search status and report generation according to the status of the items.

## 4. Serial Control

Managing serials is the most complicated job for a library. The module keeps track of serials in the library effectively and efficiently.

- Central Library having more than 5000 books
- Fully Digital library with barcode Reader
- Schedule Caste Book Bank Scheme is available.
- About 800 General concerned with personality development and soft skills are available.
- Books for MPSC, UPSC and BANK P.O. and other competitive exams are available.
- Questions paper of previous year examination is available in library.
- Annual in-House Book Exhibition & Guest lectures on library.
- Open Access Facility to all readers.
- Reading room for all students
  
- Name of ILMS software : **E- Granthalaya**
- Nature of automation (fully or partially) : **fully**
- Version : **3.0**
- Year of Automation : **2007**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

**4.3.1 Institution frequently updates its IT facilities including Wi-Fi**

**Answer:**

LAN facility and internet connectivity are provided to facilitate ICT enabled teaching and learning. All the systems are regularly monitored, replaced and upgraded as per the norms specified.

In view of the changing trends in digital era, the institute has been updating its IT infrastructure with recent technologies. The server room of the institute is well equipped and well furnished with safety measures and power backup. The rack mounted central switch in the server cabin provides internet connectivity to all corners of the campus through Next Generation Firewall. All corners of the campus are connected through optical Fiber cables to provide Internet access through wired/wireless technology.

Internet access is made available at all desktop computers in the campus. The campus is also Wi-Fi enabled for Internet access through portable devices. The Next Generation Firewall provides secured authentication for secure Internet access. The secured Internet access enables students and staff to access learning resources anytime anywhere in the campus.

The IT infrastructure of the institution includes the facility of desktop computers, LAN, Wi-Fi, Internet. The IT infrastructure is well maintained by hardware engineers and technical supporting staff.

IT infrastructure of the institution is upgraded from time to time to deliver the best computational IT infrastructure to the students. In addition to this, there are fire extinguishers and Camera surveillance equipment for safety purpose and overall management.

The institution has setup Modular Object-Oriented Dynamic Learning Environment as Learning Management System (LMS). In order to make information more available, the institute has also setup Digital Library's digital repository of project reports and research publications.

The institute has developed portal for students to submit choices for different specialization subjects like Marketing Management; Finance Management, Operation Management.; System Management and Human Resource Management. also, online admission portal to facilitate students to complete the formalities of admission. The institution has also successfully facilitated for Onscreen Evaluation of answer papers of K.B.C North Maharashtra University, Jalgaon

- To keep our students and faculty of the latest developments in their respective field of study, the institute has state-of-the-art campus network with 300 Mbps Broad Bandline Internet connection that offers round the clock unlimited access of Internet.
- Internet facility is available for all systems in the whole campus.
- The entire campus is optically networked between buildings and cable within the buildings for

connectivity.

- In addition, Wi-Fi facility is provided in all the buildings, Canteen, are also provided with internet facility through Wi-Fi.

This helps students and faculty to enrich their world-wide knowledge for their educational and research need.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

**Student – Computer ratio (Data for the latest completed academic year)**

**Response:** 4.17

**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 30

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 9

**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.28	0.06	0.17	2	1.35

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 81.27

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
117	71	34	46	53

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

**Response:** B. 3 of the above



File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 47.34

**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
65	48	0	42	32

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** B. 3 of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 16.8

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
08	02	03	03	05

**5.2.1.2 Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
45	09	23	20	28

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 0

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response: 0**

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

**5.3.2**

**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response: 3.2**

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	6	6

**File Description**

**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

## 5.4 Alumni Engagement

**5.4.1**

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

**Response:**

#### **5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

The Alumni Association acts as a link between the “Alma Mater” and the “Alumni”. It is moving ahead, with selfless intentions for the growth and development of the institute and the students. The association provides a platform for interaction between alumni, present students, faculty of the institute and institute administration. It has contributed significantly through financial and non-financial means during the last five years to improve the facilities and infrastructure of the college with the help of the active participation of the alumni.

##### **Contribution of the Alumni Association:**

1. The Alumni Association has granted free-ship Scholarships, Prizes, Financial assistance, books and stationery to the poor and deserving students, etc. at a personally appropriate level.
2. The Association grants funds to innovative projects to aspiring students and thereby encourages the Research & Development of the institute.
3. Various social welfare and awareness activities organized by the institute such as Swatcha Bharat Abhiyan, Tree plantation, Blood Donation Camp, Free Medical and eye test camp, Covid Vaccination drive and many more were implemented to create self-reliance among the present students and especially the poor and the needy.
4. They have provided career and vocational guidance for professional and career development.

##### **Functions of the Alumni Association:**

###### **1. Networking and Mentorship:**

Alumni associations serve as a bridge between current students, recent graduates, and established alumni. They facilitate networking events, mentorship programs, and online platforms where alumni can connect with each other and offer guidance, advice, and support to students and fellow graduates.

###### **1. Career Development:**

Alumni associations often organize career fairs, workshops, and seminars aimed at helping students explore career options, develop essential skills, and navigate the job market.

###### **1. Fundraising and Financial Support:**

Alumni associations play a significant role in fundraising efforts for their alma mater. Through various initiatives such as annual giving campaigns, crowdfunding projects, and alumni events.

###### **1. Student Engagement and Enrichment:**

Alumni associations organize a wide range of activities and events designed to engage students, enhance their university experience, and foster a sense of pride and belonging. By participating in these events, students have the opportunity to interact with alumni, learn from their experiences, and forge lasting connections that extend beyond their time on campus.

###### **1. Lifelong Learning and Continuing Education:** Many alumni associations offer lifelong

learning and continuing education programs to support the ongoing intellectual and professional growth of their graduates.

In summary, alumni associations make significant contributions to their institutions by fostering a sense of community, facilitating networking and mentorship, supporting career development, fundraising for institutional priorities, engaging students, advocating for the institution, and promoting lifelong learning.

1. Alumni associations play a crucial role in fostering a sense of community, facilitating networking opportunities, and providing support to their alma mater. Their contributions to institutions are multifaceted and impactful, spanning various aspects such as academic enrichment, career development, fundraising, and overall institutional advancement.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

**Response:**

**Answer:**

Kai Yashodabai Dagadu Saraf Charitable Trust Faizpur, was established with a vision for commitment to offer excellence in the form of quality education in the rural area by Mr. P. D. Saraf in year 1997. The Society is committed towards serving the cause of quality education in the field of Management. All the institutes are approved by Government of Maharashtra and recognized by respective regulatory authorities.

Kai Yashodabai Dagadu Saraf Charitable Trust's Institute of Management and Science, Sakegaon was established with a vision for commitment to offer excellence in the form of quality education in the rural area by Mr. P. D. Saraf in year 2010.

Institute (IMS) is located on its own land with its infrastructure at Sakegaon, Jalgaon road, N.H.6, Bhusawal, Dist: Jalgaon. A beautiful and green campus of the Institute is spread over 1 acres. The institute is committed towards cultivating the students through knowledge, innovation, social and scientific outlook for academic excellence. The institute provides excellent platform for lifelong learning, professionalism, leadership, personal communication, initiative, self-motivation, discipline, vision, and problem-solving ability for students as well as faculty members. The institute have well developed infrastructure, spacious classrooms, State-of-Art, E-library, Infrastructure, E-journals, Experience teaching staff, etc

The college has the EOA letter of AICTE for the institute and it is affiliated to KBC NMU Jalgaon. The institute is ISO 9001:2015 certified and offers postgraduate program (MBA), Institute has Environmental Audit Certificate, Green Audit Certificate, and Energy Audit Certificate.

The Vision of the institute is, **“To develop The Institute as Centre for Excellence in Management Education & Research”**

The Mission of the institute is, **“To Promote High Quality Education, Training and Research at Affordable Cost for The Upliftment Students Living in Rural Areas”**

In line with objectives of Institute of Management and Science Sakegaon established in 2010 to impart education. Since inception, the institute has carried the flame of quality education in this region and is reflective in the number of students admitted.

The College (Institute) Development Committee (CDC), constituted as per AICTE guidelines, is the apex body of the institute and decisions taken by the body are in tune with Vision and Mission. Various decisions, may it be related to infrastructure, human resources, facilities, taken by the CDC.

As part of mission of the institute, the institute believes in conducive environment through due representation of stakeholders at various levels of governance. The CDC is instrumental for effective and smooth implementation of plans and decisions taken on admissions, budget, infrastructure, Teaching-Learning and Placements. Involvement and contribution of faculty members and staff through various academic and administrative committees reflect the participatory nature of governance. Senior faculty members in the role of Directors are also involved in the decision-making of the institution.

The institute prepares perspective plan and keeps updating time-to-time as per need. The plan is approved by CDC and for implementation. The perspective plan from year 2022 to 2023 includes implement Rain Water Harvesting system, conduct courses under Training & Placement Cell, Solar Energy and Green Environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### Response:

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

On Grid PV Solar Rooftop Power Plant

In present times, the world has been adopting renewable power at a rapid rate. India is also emerging in the global arena as a leading generator of renewable energy. In its efforts to move further towards sustainable development. The primary objective for deploying renewable energy is to advance economic development, improve energy security, improve access to energy, and mitigate climate change.

One of the biggest advantages of rooftop solar panels is that they can be installed on any type of roof.



So, it doesn't need to vacate a land or invest in buying additional land to setup rooftop solar panels. Furthermore, the panels offer protection to the roof of the building in which they are in process.

As an effort towards sustainable development, the institute has decided to install PV Solar on Grid Rooftop Power Plant in the campus. All necessary permissions and approvals were obtained from government and distribution licensee (MSEDCL) to connect grid interactive PV Solar plant.

Deploying an institutional strategic or perspective plan effectively involves several key steps:

1. **Clear Communication:** Ensure that the strategic plan is communicated effectively across all levels of the institution. This includes not only top-down communication from leadership but also bottom-up feedback mechanisms to ensure everyone understands their role in achieving the plan's objectives.
2. **Alignment with Goals:** Each department or unit within the institution should align its own goals and activities with the broader strategic plan. This alignment ensures that everyone is working towards the same overarching objectives.
3. **Resource Allocation:** Allocate resources (financial, human, and technological) in alignment with the strategic priorities outlined in the plan. This might involve reallocating resources from less critical areas to those identified as high priority in the plan.
4. **Monitoring and Evaluation:** Establish mechanisms to monitor progress towards the goals outlined in the strategic plan. Regular evaluation helps identify areas where the plan is succeeding and where adjustments may be necessary.
5. **Flexibility and Adaptability:** Recognize that strategic plans may need to be adjusted based on changing circumstances or new information. Build flexibility into the planning process to accommodate unforeseen events or shifts in priorities.
6. **Leadership Support:** Ensure ongoing support and involvement from institutional leadership. Leaders should champion the strategic plan and provide the necessary guidance and resources to ensure its success.
7. **Employee Engagement:** Foster a culture of ownership and accountability among employees by involving them in the planning process and providing opportunities for feedback and input.

By following these steps, institutions can effectively deploy their strategic plans and increase the likelihood of achieving their long-term objectives.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

*Institution implements e-governance in its operations*

- 1.Administration**
- 2.Finance and Accounts**
- 3.Student Admission and Support**
- 4.Examination**

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

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

Implementing effective welfare measures for both teaching and non-teaching staff is crucial for creating a positive work environment and fostering employee satisfaction.

#### **1) Welfare schemes for Teaching staff: -**

- 1.Sponsorship Fee Reimbursement for STTP/Workshop/Paper Publication etc.: -The institute encourages its teachers in acquiring the latest skills by deputing them for various programs/conferences and reimbursing the registration fees.
- 2.Leaves for Higher studies: -In order to keep pace with the latest trends in education the institute encourages the teachers by providing special leaves to pursue higher studies.
- 3.Empowering teachers with personal computation facility: -The institute provides Desktops & Wi-fi to every faculty and encourages them to use modern teaching aids to improve productivity.

#### **2) Welfare schemes for Non-Teaching Staff**

- 1.Special training, such us Work ethics and Computer Skills, to enhance productivity
- 2.Encashment of Earned Leave: -The Earned Leave is encashed to non-teaching staff upon their retirement.

3. Salary Advance: -The institute provides Salary advance in case of need.

**3) General welfare schemes for all staff.**

1. **Healthcare Benefits:** Providing comprehensive healthcare benefits, including medical insurance coverage for employees and their families, can help ensure that staff have access to necessary medical care when needed.
2. **Wellness Programs:** Implement wellness programs aimed at promoting physical and mental well-being. This could include initiatives such as gym memberships, stress management workshops, or counselling services.
3. **Flexible Work Arrangements:** Offering flexible work arrangements, such as telecommuting options or flexible hours, can help employees better balance their work and personal lives.
4. **Professional Development Opportunities:** Invest in professional development opportunities for staff, including training programs, workshops, and conferences, to help them enhance their skills and advance in their careers.
5. **Financial Assistance Programs:** Provide financial assistance programs, such as employee assistance funds or loans for emergencies, to support staff during times of financial need.
6. **Recognition and Rewards:** Implement programs to recognize and reward staff for their contributions and achievements. This could include employee of the month awards, performance Evaluation, or other forms of recognition.
7. **Workplace Safety Measures:** Ensure a safe working environment by implementing appropriate safety measures and protocols to protect employees from accidents and injuries.
8. **Family Support Policies:** Offer family-friendly policies, such as parental leave, childcare assistance, or flexible scheduling for parents, to support employees in managing their family responsibilities.
9. **Open Communication Channels:** Foster open communication channels between management and staff to address concerns, gather feedback, and ensure that employee welfare needs are being met.
10. **Leaves:** -The institute provides leaves to facilitate all its employees such as Casual Leave, Special Leave, Maternity Leave, Medical Leave & Earned Leave.
11. **Employee Provident Fund:-** The institute provides the facility of Employee Provident Fund (EPF) to all its employees.

By implementing these welfare measures, institution commitment to supporting the well-being of their teaching and non-teaching staff, ultimately leading to a more engaged and productive workforce.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.3.2

**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 29.55

**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	00	0	0	4

#### **File Description**

#### **Document**

Policy document on providing financial support to teachers

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 6.3.3

***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

**Response:** 91.38

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	19	10	9	13

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	4	2	4

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:**

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 500 words

**External Audit:-** Our External Auditor is M/s R.N. Kolte & Associates, Bhusawal. The Audit firm quarterly verifies and submits yearly Audit report to the institute. The Audit report includes Income & Expenditure A/c, Balance Sheet, Depreciation schedule etc. Financial Planning and Management is the foresight of the Institute. The institute has a robust Financial Management System. The Institute conducts regular audit by the authorized and recognized auditors. It may be noted that the state government pay the scholarship / free ship fees (through reimbursement) of all eligible students admitted in the institute. Thus, the receipts are very transparent and known. All the expenditure incurred by the institute is maintained by the Accounts Section and duly submits to the auditor for verification. The institute maintains books of accounts on daily basis. The auditor audits the accounts on quarterly basis. The TDS is deducted and quarterly TDS returns are submitted. The institute also pays GST regularly and submits the monthly returns within time prescribed under GST Act. At the end of every quarter, the quarterly financial report is compared with previous year quarter and also with the budget prepared, and accordingly variance, if any, reported to the management. The Institute has followed Mercantile (accrual) System of Accounting. The institute has a Finance committee. All the major purchasing is done through Finance committee. The Institute is registered under section 12 A of the Income Tax Act. The annual budget for Institute is prepared and proposed at the beginning of Financial Year for recurring and non-recurring potential income and expenditure involved for the year. The departmental budget proposal of

the requirement are also prepared and submitted for approval of the College Development Committee (C.D.C.). Mobilization of funds in the Institute is through resources and funds as feasible. At last, the consolidation of the findings of the Institution with Trust Central Office is completed and the Annual Returns are submitted to Income Tax Authorities, Registrar and Trust Office / Managing Trustee.

**Internal Audit:-** The Internal Audit of transaction is done regularly by Accounts Officer. For certain minor expenses on daily basis the Accounts departments carry out Internal Audit. During the course of Internal Audit, all required steps are taken to regularize the accounts and to obtain confirmation for the credit balances to collect documentary evidences.

1. Nature of Internal Audit work is as follows :-
2. To check Cash Book
3. To check Stationary Stock Record of Store Section
4. Bank Reconciliation Work
5. Scrutinizes and verifies all Payments, Receipts and Journal vouchers of the transactions
6. To keep ready Income & Expenditure A/c & Balance sheet.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

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

Internal Quality Assurance Cell (IQAC) focuses on initiating, planning and supervising activities that are essential to increase the quality of the education. IQAC plays vital role in maintaining quality standards in teaching, learning and evaluation. Among several initiatives taken by IQAC, two initiatives are as follows.

## 1.Result Benchmark and Analysis

IQAC of the institute strongly believes that the success of Institution depends on outstanding results. With the help of detail Result Analysis, institute identifies areas of strength and weakness in teaching & learning. As per suggestion by IQAC, institute has framed a comprehensive methodology of result analysis as follows-

Minimum Passing Standard for each subject: Institute has set minimum passing percentage of each subject, i.e. More than University Average Passing Percent.

Comparative Analysis of Institute with University and Previous Year Result: Institute comparatively analyses results of each subject against University Passing Percentage for current and Previous Academic Year. This analysis helps to ascertain the incremental improvement in results.

Comparative Analysis of Overall Passing Percentage (All Clear) of Institute with Other Institutes: This analysis helps to ascertain the rank of the Institute in the University region.

Result Analysis highlights Toppers, Advanced Learners and Slow Learners: This analysis helps to identify the bright students so that institute can enrich their learning experience and overall development. In addition to this the list of slow learners helps Institute to provide special attention to their requirement to overcome their difficulties.

- 1.Policy Formulation:-**IQAC is often responsible for formulating quality policies and guidelines aligned with national and international quality standards and accreditation requirements.
- 2.Quality Assurance Framework:-**IQAC designs and implements a comprehensive quality assurance framework encompassing various aspects of institutional functioning, including teaching, learning, research, infrastructure, and governance.
- 3.Monitoring and Evaluation:-**IQAC establishes mechanisms for continuous monitoring and evaluation of institutional activities and processes to ensure adherence to quality standards. This may involve the development of performance indicators, benchmarks, and assessment tools.
- 4.Data Analysis and Feedback:-**IQAC collects, analyses, and interprets relevant data and feedback from stakeholders to identify areas for improvement and inform decision-making processes.
- 5.Internal Audits and Reviews:-** IQAC conducts periodic internal audits and reviews to assess the effectiveness of quality assurance measures and identify areas of non-compliance or improvement.
- 6.Documentation and Reporting:-** IQAC maintains comprehensive documentation of quality assurance activities, including policies, procedures, reports, and records, and prepares annual quality assurance reports for internal and external stakeholders.
- 7.Benchmarking and Best Practices:-** IQAC facilitates benchmarking exercises and promotes the adoption of best practices from peer institutions and industry standards to enhance quality.
- 8.Accreditation and Certification:-**IQAC coordinates accreditation and certification processes with external agencies and accreditation bodies to ensure compliance with quality standards and enhance institutional reputation.
- 9.Continuous Improvement:-**IQAC fosters a culture of continuous improvement by encouraging innovation, experimentation, and the implementation of quality enhancement initiatives across the institution.

Overall, IQAC serves as a catalyst for fostering a culture of quality, excellence, and continuous improvement within the institution, ultimately contributing to its overall development and success.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.5.2

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

**Response:**

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years

KYDCT's IMS sensitizes students and employees regarding gender equity and takes opportunities in keeping the social responsibility by organizing various activities. The institute promotes gender equity in admissions, recruitment, administrative functionality, academic activities and extracurricular activities.

Measures initiated by the institution for the promotion of gender equity during last five years:

1. Separate Women's Grievance Redressal Committee is established exclusively to encourage the girl students and the unit is successfully conducting various activities to serve the society.
  2. Girl's common rooms are provided in the campus with required facilities.
- Girls common room are well equipped with all the facilities including first aid box, sanitary napkin dispensing/vending machine and incinerator to dispose off the sanitary napkins.
1. Separate space is provided for girls in the library and in the canteen to avoid inconvenience.
  2. The girl students are nominated as members of various committees, Institute levels and the institute encourage their participation in various activities.
  3. During orientation programs and other events, awareness is created on gender equity among the students.
1. The institute celebrates Women's Day and presents success stories of famous women to inspire the girl students and to make them understand their potential.
  2. Safety and security
- Only approved visitors are allowed.
  - Complaint box of grievance and redressed committee kept.
  - CCTV to campus security monitor.
  - Separate rest rooms for men and women.
  - Active Anti Ragging cell.
  - On campus health camps for girls.
- Safety norms are strictly followed by institute in all respects.
  - Squad system has been introduced in the institute. Squad headed by senior teacher can easily

monitors the corridors of floors of the building, classrooms, playground, canteen, and library.

- The campus is fortified by high compound walls and the entry gates are guarded by security guards.
- The arrival and exit of everyone is done under proper supervision
- CCTVs are installed at the entrance of the college gate, canteen, parking area, office, class rooms, corridors of different floors of the Institute to ensure the safety and security of students and staff.
- ID cards are issued to the students and staff to prevent the entry of outsiders into the institute premises.
- Grievances redress and anti-sexual harassment cells are actively functioning which provide a convenient opportunity for girls to voice their problems.
- It can be stated with due pride that in the institution not a single incident of sexual harassment of women students has been reported till date.
- Faculty members are always available to counsel the girl students.
- Any student can call girl teacher in charge any time.
- Special specific mentors and guardian teachers are assigned to a group of students who take care of all aspects of growth and safety of their students.
- Special sick room for girl students with required facilities is available.

#### 1. Counselling

- Mentor system has been introduced.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 7.1.2

**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

**Response:** A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

KYDCTs IMS is always lead role in harmony, diversity, eradicate stereotypes, enhance self-esteem, encourage students to have a role of efforts and initiatives in providing an inclusive environment.

To achieve these objectives, courses like Constitution of India, Essence of Indian Traditional Knowledge, three weeks Orientation Program are incorporated as a small step to imbibe and inculcate these traits among the students.

Teachers deliver lectures with an acceptance and appreciation for different ideas, opinions, and learning styles of the students and make an earnest effort to understand the racial and cultural characteristics of students.

Along with curriculum, additional communication and soft skills classes are conducted to make the students from different backgrounds communicate effectively.

Women's Redressal cell aims at social protection, ensuring tolerance and harmony, reducing vulnerability, building human capital, empowering women and girls, cultural, regional inclusion.

Industrial visits expose students to the practical challenges and also make the students from different backgrounds adapt to one another to create a tolerance and harmony in the organization.

Every year national festivals and other events are conducted to emphasize the importance of tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities.

, through various clubs organizes plays, skits, competitions and invited lectures, educates the students and makes them aware of their social responsibilities and understand the implications of their actions. In cultural programs, traditions of various regions are respected.

Students are involved and encouraged to participate in various co-curricular and extracurricular activities to make them mingle with one another and share their opinions and disagreements in a harmonious manner.

The institute provides poor and merit scholarships as financial support and conducts aptitude and general knowledge classes for the interested students to help them for their competitive exams.

Central Library has a facility to issue books from Book Bank to students belonging to SC/ST communities supplied by the institute for the upliftment of the SC/ST students.

India as a country, includes individuals with different backgrounds viz., cultural, social,

Economic, linguistic, and ethnic diversities governed and guided by the constitution irrespective of caste, religion, race sex.

Fairfield Institute of Management and technology sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties, and responsibilities of citizens which enables them to conduct as a responsible citizen.

To equip students with the knowledge, skill, and values that are necessary for sustaining one's balance between a livelihood and life by providing an effective, supportive, safe, accessible, and affordable learning environment. These elements are inculcated in the value system of the Institute community.

The students are inspired by participating in various programs on culture, traditions, values, duties, and responsibilities by inviting prominent people. The institute conducted awareness programs on the ban on plastics, cleanliness, Swachh Bharat, etc. involving students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**

**Response:**

**Best Practice 1. Title- Tree Plantation in college campus:**

**Goal :** Green campus is a place where environmental friendly practices and education combine to promote sustainable and eco-friendly practices in the campus.

1. The Objective of tree plantation drive were to enhance the tree cover on the campus and to sensitize the student towards importance of trees.
2. The purpose of tree plantation is to save the endangered environment and to beautify our life.
3. The lives of men and animals and other animals and insects are inconceivable without the existence of trees in the world.
4. Trees absorb carbon dioxide and give us oxygen without which no living being can live. Trees give us shade, medicine, food, fruits, furniture, fuel.
5. Trees also keep the weather cool and cause rainfall. They also bind soil and thus prevent erosion.
6. With the growing pollution it is important to make environment healthier by planting tree.
7. To spread the message save trees, save lives.
8. To create awareness among the students regarding the importance of ecology and the natural environment.
9. Trees are the foremost source for producing oxygen in the environment, they help to reduce the level of Co<sub>2</sub>. As the whole world is facing the problem of global warming and another environmental related issue so as to recover from such a problem. Planting the trees has become inevitable one of the most important aspects today.
10. The idea behind the tree plantation activity was to propagate the message that planting the tree helps to maintain clear eco-friendly environment reduces pollution and improves the green

ambience.

**Context:**

Trees are part and parcel of our life. So it is our duty to plant more trees and take care of them in order to maintain balance between man and nature. To make the country economically developed and to save the globe from green house effect, we should plant trees on a large scale.

**The Practice:**

**The day of tree plantation program.**

Tree plantation program was inaugurated by planting a sapling by of Honourable Director with well worshiped in the name of god faculty, office members, students, volunteers, members of KYDSCT's IMS actively participated in the program and many trees were planted at varies places with in campus.

On this occasion everyone pledged to take responsibility to increase the Maximum number of saplings faculty motivated all the students to plant trees explaining the importance of nature from trees.

Students were then assigned as guardians of one plant each where in they will look after these plants as they grow and make sure that the plants are being watered regularly and cared for.

Planting more trees can be a small step towards protecting the environment.

**Evidence of Success;**

**Major outcomes of Event.**

- It maintain bio-diversity.
- Trees help in conservation of water.
- It helps to understand how to plant trees.
- Global warming could not be solve easily if people are not very well practice in lowering carbon emission.

Participants were highly energetic to make the event a big success. A sprit of teamwork, exchange of ideas and enthusiasm of the participants especially among the students could be seen.

**Problems encountered:**

1. More funds should be allocated for the purpose.

**Resources required:**

Survey and excavation program before tree plantation. Availability of water, fertility of soil and availability of enough sunlight. Before a day of plantation it was assured that collection of tree plant are already done.

## **Best Practice 2. Title: “Any Time Students Counseling (ATSC)” policy**

### **1. Objectives:**

At KYDSC Trust’s IMS, Sakegaon-Bhusawal we have started “Any Time Students Counseling (ATSC)” policy. Here we used to term policy not in terms of rules but strategy of students counseling as much as possible for close coaching and mentoring maximum time in a day. This practice seems to be simple but for powerful and help us for overall monitoring and development of students.

### **2. The Context:**

Since students coming rural and poor background they always seems to be stressed. Hence IMS started ATSC Policy through which we trying to rectify fear, low confidence, stress, and improving self-confidence, self-respect, motivate, coach and counsel them to achieve their goal and write their success path.

### **3. The Practice:**

Since faculty need work-life balance hence provisions made along with personal and family life for professional life as in morning session students who need guidance and support of faculty used to call only where as when reached in campus personal counseling available in morning- afternoon session and up to leaving time from campus remain same in afternoon-evening session and after that again mobile communication allowed to students if any query when others institution not attain students problems after working hours IMS faculty allow their students to resolve their problems and queries through whatsapp students group on social media. Evidence of success:

After implementation of ATSC practice at IMS, Sakegaon-Bhusawal we observed drastically changes in students human values, self-confidence, self-belief system, self-motivation and living styles.

### **Counselling can improve Students life**

Counselling and therapy offer a variety of positive benefits which can enhance your life greatly. Exploring your thoughts with a professional, non-judgmental person can make you feel less alone and more able to sort out your thoughts in a productive way.

When thoughts are disorganized, it can be challenging to make good choices: counselling is a collaborative and confidential relationship, which works to develop a realistic plan of action to help you move forward and grow to achieve the results students are looking for in a timely manner in MBA program at KYDSC Trust’s IMS.

Counselling does not have to be something you are ashamed of, but rather that you are proud of, because you want to lead a happy life! Which we all strive for. Psychological studies have shown empirical evidence which supports counselling, therapy, and its mental and physical health benefits. We analysis

following parameters in our students while any counselling mode of ATSC.

- Belonging
- Interpersonal Interaction
- Support
- Perspective
- Motivation

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

**Distinctiveness-I**

**Response: Rotaract Club of Bhusawal and IMS Joint venture**

Through Rotary Club of Bhusawal , Institute has deals with number of social, educational & current issues. Through Rotary Activity envisage that motivate, enthusiastic, socially responsible candidates which will provide staunch leadership to corporate sector so as to serve the Nation.

**The main objectives of Joint venture of IMS**

1. To activate the social responsibility & responsiveness amongst students.
2. To develop the leadership quality in students.
3. To provide a common platform to management aspirants to excel themselves.
4. To develop the student up to their fullest potential along with nurturing habit to work in group.
5. To serve the society & people as a policy of social responsibilities of Institution. In order to fulfil the above objectives Rotary Club of Godavari annually elects Board of Directors.

**List of Major Activities conducted by Rotary Club of Bhusawal and IMS :**

1. Rally on "AIDS JAN JAGRUTI MOHIM"- Rotaract Club of Bhusawal and IMS Conducted a



Aids Jan Jagruti Mohim program by arranging a Rally on “AIDS JAN JAGRUTI MOHIM: In Sakegaon villages.

2. **Eco-Friendly Ganesha:** Ganesh Utsav is festival marked with the fixing of Ganesha clay idols at homes, or in pandals. But the major issue occurs at Visarjan on the 10th day, the idols are generally made of PPO with chemical color polluting the rivers and lakes, so to tackle this issue Rotaract Club of Bhusawal and IMS arranged a workshop for school going children on Idol making with clay for 2 year,
3. **Nirmalya Sankalan:** To worship our Lord Ganesha in true sense Rotary Club of Bhusawal arrange Nirmalya Sakalan program almost each and every year. The Nirmalya is collected and properly disposed with a proper contact with the forest officer, converting the Nirmalya in organic fertilizers and distributing it to the local peoples.
4. **Global Hand Wash Day:** Global Hand wash Day is usually celebrated by Rotary Club and IMS Sakegaon, creating awareness among the people and students about the benefits of washing hands in day to day activities.
5. **Sweet Distribution to beggars:** It is to celebrate the festive with the people who actually need it. Rotary Club Bhusawal and IMS jointly usually Celebrated and distribute food & sweet to the needy ones.
6. **Visit to Old age Home:** In each and every year Rotary Club of Bhusawal and IMS students visit Old age Home. The Rotary and IMS had talks with the oldly people, perform some activities some time even the essential commodities are distributed in old age home as per the requirement of this elderly people.
7. **Bharat Swachh Abhiyan program** was organised by Rotary club Bhusawal and IMS, Sakegaon.

## Distinctiveness II

### Vision of our Institution is

“To Develop the Institute as center for Excellence in Management Education & Research.”

To empower students with quality education, knowledge, progressive technology and cultivate the sense of social responsibility and patriotism. The Institute instigates systematic effective practices into all its academic and administrative work to develop and harness the latent potentials of student and faculty. Modernization in all spheres of Curriculum, Teaching -Learning -Evaluation, Student Support System, building learning resources are intertwined for overall student development and reflected in the teaching – learning- research ecosystems the institute is engaged with.

The Institute has established its distinctive approach towards this comprehensive Vision by intending it in the form of service to the society, by developing skilled human resource, multidisciplinary facilities to enrich research environment and Entrepreneurship development. The institute takes initiatives for skill development of students by arranging programs such as soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene), computing skills etc. Which provides an environment to transform into skillful human resource.

The Institute has taken several initiatives to cultivate innovation as the way of life. The Institute has started an Innovation and Incubation collaborative activity with Centre for Innovation Incubation and Linkages (KCIIL) of KBC, North Maharashtra University, Jalgaon in order to augment innovation-driven culture among students and faculty promoting intra disciplinary approach aiming to competitive, conducive and value-added environment for products and publications.

As management student must not be just a job seeker, rather must be a job creator. Thus she/he must develop entrepreneurial characteristics along with technical knowledge and application of management techniques. To ensure this institute organizes Entrepreneurship Awareness Camps, Entrepreneurship Development Programs, Faculty Development Programme and Skill Development programs in the institution. This is to guide and assist prospective entrepreneurs on various aspects such as preparing project reports, obtaining project approvals, loans and facilities from agencies of support system, information on technologies, etc. and to have interaction with esteemed entrepreneurs who may inspire and mentor student to become entrepreneurs.

Research and teaching are complementary to each other. Through research the teachers explore the sea of knowledge and bring up the new technology which makes the management student better employable and human life more comfortable.

The institute has endeavored to transform from a basic teaching institute to teaching and Research institute. Institute Management provides financial supports for attaining Faculty Development Programme (FDP) and research Publications.

The institute believes in green technology use and promotion and has installed solar power plant with capacity of 10.35 kW, which fulfills 100% of Electricity demands of the Institute.

Rain water harvesting, LED lighting are operational in the campus to save electricity and environment.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The future objective of the institute is to develop well balanced business executive's adept at linking economic growth with accompanying social development. Thus, such managers would be at ease in transcending narrow profit motive and move on further to enhance creation of an equitable society.

IMS develop complete managerial traits in students that impact the global market place every day. Therefore, the MBA post graduates of IMS will look at ethical way of doing business, display individual and corporate social responsibility, and would be conscious of sustainable business practices. All their actions will be entrepreneurial and innovative in nature so as to create new paradigms of socio-economic development

As the institute is located in Jalgaon District, the maximum of Student belongs to rural & Semi urban background. The overall perception level of student is moderate and communication level is not so updated. The students are sincere in nature but the problem is with their cultivation till graduation. The institutional efforts are always directed to enhance the performance of each & every student up to his fullest potential.

The perceptual ability of student is another issue of staunch pondering. The students with pre-specified perception are very difficult to handle. The IMS institutional prime activity is to counsel the student and make himself aware about the course, corporate environment as well as opportunities after completion of MBA course.

### **Concluding Remarks :**

Geographical Background of Institution IMS is situated in Sakegaon near bank of Waghur river near Bhusawal. Bhusawal is second biggest railway yard in our country. The institute is attached by Bhusawal Industrial MIDC and National Highway 6. The Jalgaon District is well known for its advances in cotton, Banana & Sugarcane industries. The MIDC Jalgaon is also well-known for Pipe, Mat & Pulses industries. The market share of PP Mats of Jalgaon MIDC is 45% and pulses are more than 35% of total production of Nation.

As the IMS institute is located in Jalgaon District, the maximum of student belongs to rural & semi urban background. The most of population's bread and butter depends upon farming and state and local government services. Although private education is not affordable to parents of nearby society, this institute is doing efforts to provide the best education with the finest exposure to students to fulfil their vision and mission. The overall perception level of student is moderate and communication level is not so updated. The institutional efforts are always directed to enhance the performance of each & every student up to his fullest potential

The institute strives to fulfil its vision of imparting holistic education for overall development of an individual and promotion of a more just and humane society. The institute's income is solely dependent on the Tuition fees of the students. The institute is very much constrained in its financial expenditure to manage well-qualified and trained faculty and infrastructure for providing quality education. The Institute is committed to providing a well-furnished infrastructure and quality education at affordable cost. Despite our financial limitations, the institute management is very much committed to providing quality and holistic education to the students for their overall development and growth

As IMS has second cycle of NAAC accreditation. The Institution believes that NAAC certification assures the standard of education provided at the institute. Our Management Institute is looking forward to the NAAC peer team visit not only to showcase educational excellence but also to receive suggestions to improve further.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :13</p> <p>Remark : DVV has made the changes as per shared data template document excluding the duplicates by HEI .</p>																																								
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : DVV has made changes as per the report shared by the HEI</p>																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>65</td> <td>14</td> <td>32</td> <td>37</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>50</td> <td>6</td> <td>19</td> <td>21</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	60	65	14	32	37	2022-23	2021-22	2020-21	2019-20	2018-19	45	50	6	19	21	2022-23	2021-22	2020-21	2019-20	2018-19	60	60	60	60	60	2022-23	2021-22	2020-21	2019-20	2018-19	60	60	60	60	60
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	<p>Remark : DVV has made the changes as per shared data template document excluding the duplicates by HEI .</p>																				
3.5.1	<p><b><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></b></p> <p>Answer before DVV Verification :                  Answer After DVV Verification :2</p> <p>Remark : DVV has made the changes as per shared data template document excluding the duplicates by HEI .</p>																				
5.3.2	<p><b>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</b></p> <p><b>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>0</td> <td>0</td> <td>13</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>0</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared data template document by HEI .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	12	0	0	13	12	2022-23	2021-22	2020-21	2019-20	2018-19	4	0	0	6	6
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2022-23	2021-22	2020-21	2019-20	2018-19																	
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**2.Extended Profile Deviations**

<b>Extended Profile Deviations</b>
No Deviations