

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

G.H.RAISONI INSTITUTE OF MANAGEMENT AND RESEARCH

**BABUBHAI COLONY, NEAR PRINCE LAWN, CHICHOLI, KHAPERKHEDA,
NAGPUR
441102**

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SSR SUBMITTED DATE: 28-02-2018

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

G. H. Raisoni Institute of Management and Research was established in 2008. The college is Hindi Linguistic minority institution and self-financed. The college is affiliated to RTM Nagpur University and approved by AICTE.

There is well stocked Library with Journals, e-journals and Magazines. The College has a playground and sports room for games. The sprawling campus of Institute has environment conducive for academic pursuits like classroom teaching & research. It has spacious building with ample scope for future development and expansion. The Institute has close links with industries especially around Nagpur .

GHRIMR is blessed with a work force of dedicated, committed and efficient teachers, who sharpen the acumen of their students, ignite their intellectual curiosity and equip them to take charge of their future. .

The College provides various forums, platforms and facilities for the all-round development and growth of the students such as student forums, NSS, REACH a program for Skill Growth and Personality Development, Entrepreneurship Development Cell to motivate students towards self-employment, Career Development Cell, Women', a Sports Academy and a well equipped gymnasium. The Library of the College is richly stocked with a number of reference books, textbooks, journals, magazines and encyclopedias and also houses the priceless original copy of the Constitution!

With its uncompromising standards of excellence, the College is not only committed to imbibe the highest professional skills to prepare the students for a competitive 21st century, but also to make them sensitive to the demands of social justice, pluralism and equality

Vision

Vision:

To achieve excellent standards of quality education by keeping pace with rapidly changing technologies and create technical manpower of global standards with capabilities of accepting new challenges.

Mission

Mission

Our efforts are dedicated to impart quality and value based education to raise satisfaction level of all stakeholders. Our strength is directed to create competent professionals. Our Endeavour is to provide all possible support to promote research and development activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- College has excellent reputation in Central India.
- Quality infrastructure
- Renowned Guest and visiting faculties from Industry make regular contribution.
- It is the most sought after Institutions for admission in management
- Conducting of remedial & skill enhancement programmes
- Result oriented curricular activities& value added courses
- Student focused approach.
- Transparent Admission Procedure.
- Commitment to quality enhancement and experienced and well qualified teaching faculty.
- Organizational strength.
- Good financial discipline through appropriate budgeting and allocation
- Programmes that imbibe Sense of Social Responsibility and Environmental Consciousness and awareness.
- Focus on Research activities of Teachers and motivation of students to take up short term research projects.

Institutional Weakness

- University exam pattern emphasizes bookish learning that limits practical
- Learning methods.
- Lower inclination of students towards methodical learning.
- Dependence of University for updation and reforms in curriculum.
- Student attendance in class is a growing concern.
- Geographically located in rural region.
- Not having full residential facilities for students and staff.

Institutional Opportunity

- Providing access to E Learning through E journals in the library.
- Training students with skills for competitive exams.
- Developing employability skills
- Starting new vocational training courses to create more employable youth.
- Online World Wide Opportunities to link various courses.
- Starting skill based courses to bridge industry and institution gaps..
- Establishing Research Platform for students.

Institutional Challenge

- Recruiting Phd qualified and experienced faculty
- Sustaining Competitive capabilities
- Generation of resources.
- Focus on overall development
- Obtaining the services of specialized guest and visiting faculty

- Maximizing ICT enabled pedagogy
- Slow and ineffective methodology of university in curriculum updation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. The Vision and Mission of the Institution is reflected in the day-to-day activities and administration of the college which aims to promote holistic development of the students.
2. There is a consensual working between departments and the IQAC for effective implementation of curriculum.
3. The Annual Programme Plan is prepared on the basis of the feedbacks taken from all stakeholders by following a Seven-Step flow chart.
4. Traditional teaching methods are complemented by IT infrastructure like LCDs
5. Skill development programmes like REACH, RISE, REAP and ED Cell programmes Supplement the curricular teaching to make students employable.
6. The employment and Career Guidance cell of the college actively organizes training and campus drives.
7. Special awards are instituted by the Management and Teachers of the college to Recognize the academic excellence of students.
8. Student research projects are conducted in collaboration with research Institutes and PG Departments of the University.
9. Many Teachers of the College are on the valuation and moderation committee of the RTM Nagpur University
10. Crosscutting issues like Gender Sensitization, Climate Change, Human Rights, ICT and Environment Protection are integrated into curriculum delivery through different activities like celebration of important days related to environment and gender sensitization to inculcate inclusiveness amongst the students.
11. Value based education is imparted through the activities of NSS, Social Outreach Cell, CSR Cell and is duly supplemented by organizing value education lectures delivered by speakers from spiritual communities.

Teaching-learning and Evaluation

- The college ensures publicity and transparency in the admission process
- Scholarships are disbursed as per Govt. rules and concession and fee waiver is given to deserving students.
- The college conducts an orientation programme and an aptitude test at the beginning of the session.
- Mentoring system is in place whereby each teacher mentors 15-20 students.
- The college prepares an Academic calendar based on the Annual Programme Plans prepared.
- The IQAC acts as a nodal point for planning and implementing quality benchmarks in the teaching-learning process.
- Unit tests and College exams form part of the Annual programme plan and are supplemented by the preparation of question banks.
- An effective student-centric teaching-learning pedagogy is adopted by the teachers which is interactive, collaborative and independent.
- Creativity, Critical thinking and scientific temper of the students is nurtured through day to day curricular, co-curricular and extracurricular activities conducted by the college through various forums.
- Life skills are imbibed in the students through social outreach and extension activities conducted by the NSS & CSR forum
- Programmes like RISE, REACH, REAP and ED Cell impart soft skill and personality development skills
- The college has a well equipped e-library
- Guest lectures by expert faculty are a regular feature.
- The college conducts in-house training programmes and workshops for faculty development.
- Student feedback is an important tool for teacher evaluation
- Remedial Coaching and Tutorials are included time table to address the issues of weak students

Research, Innovations and Extension

- The Department conducts a Green Audit on the campus
- Tree rakshabandhan and eco-friendly holi celebrated.
- Tree plantation programmes organized in college
- E-waste management is done by donating e-waste.
- Nature club of the college is active in conducting eco-centric activities and spreading

awareness of nature conservation.

- The IQAC motivates every department to adopt atleast one innovative practice to

compliment the regular teaching-learning process.

- Certificate of Appreciation for Academic Excellence are instituted by the Management, Teaching

faculty, Non-Teaching staff and Alumni of the College to motivate students.

- Endowment awards and scholarships is an additional incentive to the students.
- Staff Council recognizes and felicitates all achievers from the teaching and nonteaching staff members.

Infrastructure and Learning Resources

- The policy of institute is to provide infrastructure and supporting facilities as per AICTE norms for quality teaching learning and research.
- The institute has a campus area of 2.96 acres.
- There are 06 Classrooms and 03 tutorial rooms, 02 Computer labs and Seminar Halls.
- The class rooms/ seminar halls have LCD projector facilities.
- The complete campus is on Wi-Fi.
- It has well stocked library.
- There is transport facility available for the staff as well as the students that cover almost all the areas of the city.
- The institute also has a playground, cafeteria and health care Centre.
- There is one ambulance, which is available 24x7.
- A serene green campus sets an ambience for peaceful learning. The buildings are kept clean by housekeeping staff members

Student Support and Progression

- Student mentoring and support is the hallmark of GHRIMR
- The college specifically caters to the students from the underprivileged sections of the society and specific facilities and support services are available for the students belonging to SC/ST/OBC.
- The college publishes the Information Manual
- The college conducts a host of activities for student participation and involvement.
- The college ensures that all students have access to student support services like Employment and Career Guidance, Mentoring, Skill development Programmes,.
- The Entrepreneurship Development Cell of the college in association with the Maharashtra Center for Entrepreneurship Development imparts training in entrepreneurship skill
- College promotes and supports students to participate in extracurricular activities and competitions like debates, quiz, games, sports and other cultural activities and competitions.
- The College publishes its Annual Magazine “Mind Works” that publishes all the achievements of students and also the articles and poems written by the students.
- The college has a Student Grievance Redressal Cell that looks into the day to- day problems and grievances of the students
- The college has a strict policy of anti-ragging
- The Alumni Association of the College is active and participates in all major activities of the College.
- The College identifies weak students at the beginning of the academic session through aptitude test and these are provided special mentoring, counseling through remedial coaching.
- Student feedback enables the college to improve student support services.

Students are involved and participate in many key administrative bodies

Governance, Leadership and Management

- The college provides high quality and affordable education in keeping with the Vision and Mission of the College to create citizens of character, strength and confidence.

- The focus of the college is on the all-round grooming, individual attention, personality enhancement and holistic development of the students belonging to the poor and underprivileged classes of the community.
- The college has a Five Point framework for Quality Assurance which is in line with the NAAC policy of National Development, Fostering Global Competencies, Inculcating Value systems, Promoting the use of technology and Moving ahead in its quest for excellence.
- The college has a decentralised system of administration where all the components and stake holders play key roles in the administration of the college with the unstinted support of the management with complete autonomy
- The IQAC consists of both internal members and external members as well as students and alumni to make its functioning more effective and all inclusive.
- The Principal monitors the day-to-day functioning of the college and the various committees formed for different functions report to the Principal for necessary actions and decisions.
- Every effort is made by the college to encourage the professional development of its teaching and non-teaching staff by conducting workshops.
- All the non-teaching staff members are covered under Insurance Scheme.
- The College administration maintains a democratic and congenial work atmosphere due to which staff attrition rate is less.

Institutional Values and Best Practices

- Conduct of subject based Seminars and workshops have been continued.
 - Involvement of students in various committees.
 - Practice of conducting Guest lectures, Industrial visits and Industrial training has been enhanced.
 - The functioning of Research groups to promote better quality research has been strengthened.
 - Certification programs has been introduced.
 - More Practical orientation is supported through Mini-projects.
 - Industry-Internship is made mandatory.
 - Continuous inputs from all stakeholders are taken to improve the curriculum on regular basis.
 - Additional Training on communication skills and soft skills is further increased.
 - Research aptitude among the students is inculcated through project implementations.
 - Membership in various professional bodies is improved.
 - Institute has signed some MOUs and established collaborations with reputed organizations and institutions
 - Class room facilities with ICT tools are improved

- Participation of students in Sports, NSS activities as well as cultural events is encouraged.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	G.H.RAISONI INSTITUTE OF MANAGEMENT AND RESEARCH
Address	BABUBHAI COLONY, NEAR PRINCE LAWN, CHICHOLI, KHAPERKHEDA, NAGPUR
City	NAGPUR
State	Maharashtra
Pin	441102
Website	www.ghrimrn.raisoni.net

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	MEENA RAJESH	07113-2268477	9423685710	0712-663078 2	ghrimrkha@raisoni.net
IQAC Coordinator	JYOTI MAHAJAN	07113-22668477	8600043637	0712-661718 1	jyoti.mahajan@raisoni.net

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes
If Yes, Specify minority status	
Religious	HINDI
Linguistic	HINDI
Any Other	NO

Establishment Details				
Date of establishment of the college	01-01-2007			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	View Document		
Details of UGC recognition				
Under Section	Date			
2f of UGC	14-06-2013			
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	BABUBHAI COLONY, NEAR PRINCE LAWN, CHICHOLI, KHAPERKHEDA, NAGPUR	Rural	2.96	3588

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA,Mba	24	CET	English	180	180

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				19			
Recruited	0	1	0	1	0	0	0	0	2	17	0	19
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	10	2	0	12
Yet to Recruit				2

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	6	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	11	0	13

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	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	87	3	0
	Female	88	2	0	0	90
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	22	24	0	0
	Female	28	24	0	0
	Others	0	0	0	0
ST	Male	1	1	0	0
	Female	2	0	0	0
	Others	0	0	0	0
OBC	Male	18	12	0	0
	Female	22	9	0	0
	Others	0	0	0	0
General	Male	33	31	0	0
	Female	25	22	0	0
	Others	0	0	0	0
Others	Male	13	8	0	0
	Female	16	6	0	0
	Others	0	0	0	0
Total		180	137	0	0

3. Extended Profile

3.1 Programme

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

Response : 1

Number of self-financed Programmes offered by college

Response : 0

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

Response : 0

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
137	180	102	92	173

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

2016-17	2015-16	2014-15	2013-14	2012-13
69	63	30	20	75

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

2016-17	2015-16	2014-15	2013-14	2012-13
107	91	76	84	136

Total number of outgoing / final year students

Response : 285

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
24	24	24	24	24

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

2016-17	2015-16	2014-15	2013-14	2012-13
24	24	24	24	24

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
24	24	24	24	24

Total experience of full-time teachers**Response : 216****Number of teachers recognized as guides during the last five years****Response : 24****Number of full time teachers worked in the institution during the last 5 years****Response : 24****3.4 Institution****Total number of classrooms and seminar halls****Response : 10****Total Expenditure excluding salary year wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
146	172.5	201.2	147.6	245.1

Number of computers

Response : 120

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

Response : 0.92

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

Response : 0.46

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

The college has a systematic approach to develop and deploy action plans for the effective implementation of the curriculum. The IQAC prepares the academic calendar of the college in consonance with the Annual Programme Plans of the department prepared by the HOD and faculty members of the Department.

The deployment of the APP is done through monthly meetings which begin at the end of the academic year in the month of April. Teachers in department implement the APP of the department in accordance with their individual Teaching Plan prepared with respect to each subject. There is therefore a confluence of both departmental and IQAC in the effective implementation of the curriculum.

Students' feedback on the curriculum along with feedback of academic peers is taken and helps in sorting out the difficulties faced by students in implementing the curriculum. The IQAC reschedules the academic

Calendar as per the need of semester

The teaching plans of the teachers are deployed and a course Completion

Certificate is submitted by each teacher to the Principal evidencing the implementation of the teaching plan. Teachers also maintain a daily diary of their daily activities which is submitted to the HODs who in turn submits it to the Principal for review and assessment of teacher performance. This is checked by the Principal along with the Annual Development Plan to measure effective curriculum implementation.

IQAC receives the detailed activity plans of department and different cells at the end of the academic session in the month of April and chalks out the academic calendar for the next year while preparing the Annual Quality

Assurance Report in the month of July in consultation with the r

HODs and other cell coordinators.

The IQAC places the AQAR before the LMC and the same is reviewed and necessary suggestions on improvement and implementation are received from the management committee.

A SEVEN STEP FLOW CHART OF CURRICULUM IMPLEMENTATION

The college has a transparent and participatory process of deploying the action plans for effective implementation of curriculum that works like clockwork.

1. Month of April - End of Academic Session – Annual Programme Plan is prepared by department.
2. Months of May-June -Summer vacations – IQAC prepares the academic calendar.
3. Months of June-July- IQAR is prepared by IQAC and presented to LMC.
4. Months of June-July; Teachers prepare Teaching Plan for each subject.
5. Months of July-August; Consultation of IQAC with HODs to adjust Academic Calendar and implementation of Teaching Plan and APPs.
6. Months of October & January – Periodic review through student feedback and stakeholders’ feedback.
7. Months of March and April - Yearly reporting of academic activities and events by departments and different cells.

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 25

1.1.2.1 Number of certificate/diploma programs introduced year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
09	07	03	03	003

File Description

Document

Details of the certificate/Diploma programs

[View Document](#)

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

Response: 25.83

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
07	07	07	05	05

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

1.2 Academic Flexibility

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

File Description	Document
Details of the new courses introduced	View Document

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

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

Response: 01

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

<p>1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>Response: 100</p>

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
137	180	102	92	173

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

1.3 Curriculum Enrichment

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

Response:

PROFESSIONAL ETHICS AND HUMAN VALUES

This course is comprised of class room discussions with real life situations. It also focuses on ethical concerns common to human service situations. It is in response to a long- felt and urgent need to integrate value education with decision making skills in their professions.

The issues in professional ethics are analysed in the context of right understanding with the main focus on the development of ethical competence in the individuals. The course concludes by proposing several salient steps to undertake the journey towards holistic and value-based living.

ENVIRONMENT AND SUSTAINABILITY

This course introduces the academic approach of sustainability by covering the general understanding of what constitutes to the rates of renewable resource harvest, pollution creation, and non-renewable resource depletion and where these processes can be continued indefinitely, i.e., without sacrificing the needs of future generations. It is a course to better equipped students for making informed decisions and taking economically feasible actions that are in the interests of protecting the natural world.

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

Response: 6

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

Response: 06

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 100

1.3.3.1 Number of students undertaking field projects or internships

Response: 298	
File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 9.67

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

2016-17	2015-16	2014-15	2013-14	2012-13
13	13	10	10	19

File Description

Document

Institutional data in prescribed format

[View Document](#)

List of students (other states and countries)

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 76

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

2016-17	2015-16	2014-15	2013-14	2012-13
137	180	102	92	173

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

2016-17	2015-16	2014-15	2013-14	2012-13
180	180	180	180	180

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
69	63	30	20	75

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Yes, the Institute is very serious in assessing the learning level of students before commencement of the program. The Institute follows a three stage process as follows:

Stage 1: At the time of reporting, a student is assessed on the % he/she has got in graduation as well as their CET score. The results reveal the Student's level and each one is assigned a "Faculty – Mentor".

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

Stage 3: Further assessment via Course Test is carried out and the results are shared with subject teachers and respective mentors.

A Faculty Mentor is responsible for the social, academic and managerial development of the students. The mentor identifies the slow learners and advanced learners of his/her group and provides differential mentoring so as to help the advanced learners' bank on their strength and reach their full potential. Further, they are advised to participate in various inter college fests which adds value to their exposure and résumé. After admission the Institute organizes special programs for advanced and slow learners, These are listed as follows:

- **Orientation Program:** The Institute organizes an orientation Program for newly admitted students to understand the curriculum of first year and normalization courses offered as a part of Induction program.
- **Remedial Courses:** All subjects especially numerical oriented subjects need remedial courses for slow learners. Ideally 3-6 Hours of remedial classes are conducted for such students after formative assessment for such courses, if needed.

- **Campus Recruitment Training:** Campus Recruitment Training is provided to students to enhance their soft-skills, group discussions skills, aptitude test capabilities as well as interview techniques. The Institute has specially appointed experts to conduct Communicative English Classes and the slots are created within regular timetable.
- **Enrichment courses:** The Institute arranges enrichment courses for Supply Chain domain in collaboration with CII. 30 hours module each for NCFM's Mutual Funds and Derivatives certification. The in-house 20 Hour Certification for HR and Marketing in association with industry is also arranged. The basic idea here is to enrich and to bridge the gap between theory and practice.
- **Add-on learning:** Every year institute organizes National Conferences, workshops and expert lectures. Students are encouraged to participate in paper presentations and project competitions organized by parent Institutes and other colleges. NPTEL lecture videos are made available to all students the students are encouraged to undertake NPTEL certification. The target groups here are the fast learners. The institute organizes Special CEO lectures for students to add value to their regular course content.
- **Industrial Visits:** Industrial visits are organized to make students aware about the current trends in the Industry. Visits to exhibitions are arranged to illustrate the intricacies involved in managing the event.
- **Live Projects/Operation Workout:** Under III Cell institute organizes live project & operation workout to gain the Industry based practical knowledge.

2.2.2 Student - Full time teacher ratio

Response: 12.42

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.34

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
Institutional data in prescribed format	View Document
List of students(differently abled)	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

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

The following participatory teaching-learning activities are undertaken:

Internet facility enables teachers to access on line resources, in addition to availability of the physical resources in the form of our library.

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

Student centric methods are used to enhance the learning experiences:

(a) Experiential learning - Students undertake internships in industries and participate in industry sponsored non-sponsored projects and field work. Students are sent in the companies for operational workouts and live projects too.

(b) Participative Learning: Several curricular activities like report writing, seminars, quizzes, debates, group discussions, group mini projects encourage participative learning.

(c) Problem solving Methodologies – students solve the subject related Case studies, simulation games and role plays which enhance their learning experiences.

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 24

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

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

Response: 12.42

2.3.3.1 Number of mentors

Response: 24

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

2.3.4 Innovation and creativity in teaching-learning

Response:

- The Institute adopts innovative methods for teaching which helps the students to better understand the subject thoroughly. Some innovative approaches include use of ICT, Learn through Activity, use of models and charts prepared by students, role-plays, skits, workshops and Hands-On Sessions for special techniques. Apart from this, use of clippings, documentaries, posters, songs, proverbs, short stories and simulation exercises are used to make learning more interesting and effective.
- Faculty members use power point presentations to make the subject easy to understand. They use Laptop, modems, digital library, and online journals to download lectures, study materials & data from internet.
- Institute sponsored the faculty for membership of professional societies and participates in special training programs at centers of higher learning and excellence.
- Faculty provides online study material and students are provided access to online resources. Students are also provided with one pager of certain subjects.
- Faculty member uses collaborative, active and blended learning process-
 - With advent of facilities like ICT facilities, audio-visual facilities and language laboratory, the faculty has started exploring the use of technology in teaching, which has resulted in implementing the blended learning process for students. Computer assisted learning and digital materials are made available to the students to supplement classroom teaching.
 - Renowned personalities from all walks of life like consultants, businessmen, writers, sportsperson and entrepreneurs are invited to the campus to interact with the students. Students are also given an opportunity to work on live projects in companies.

The Institute has recently taken an initiative for starting video lectures for the students. Presently these video lectures are under the review of the expertise.

Impact on Students:

- Increase in confidence level to face examination
- Improvement in analytical ability
- Increased in motivational level

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 10.83

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	2	2	1	1

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

2.4.3 Teaching experience of full time teachers in number of years

Response: 9

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

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 1.67

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year wise during the last five years

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

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 21.67

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	5	5	5	5

File Description**Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

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

Academic Calendar, teaching plan, blue print and preparation of the academic calendar for the next academic year begins before the end of every semester. A comprehensive academic calendar which has

details of distribution of teaching and examination days in each semester.

Teaching Plan

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

The Teaching plan is prepared by individual teachers, verified by the HOD and then implemented. The teaching plan includes the following aspects:

- (a) Aims and learning outcomes.
- (b) Structure and schedule of the activities.
- (c) Learning resources to be given

Evaluation Blue Print

Evaluation of students' knowledge through classroom is a major component of evaluation. The schedule for all internal examinations is prepared in advance and displayed. An internal examination is conducted at the end of the semester. The pattern of the question paper is intimated to the teachers and students as per university's pattern of examination. The semester end evaluation is done by the affiliating university.

Internal evaluation is done through a comprehensive exam conducted at the end of the semester as well as 1 unit test is conducted. 20% weightage is for internal evaluation and 80% for university examinations.

The Pattern of University Examinations is as follows:

- Total marks: 80
- Question No. 1-10: 5 long answer (Three Hundred words approximately) questions carrying 16 marks each covering the complete syllabus, out of which the student is required to attempt any five questions

class tests/ case study to be conducted in the given semester		
An assignment based on curriculum		
Active participation in routine class		
Overall conduct as a responsible student		
Internal assessment Total		20
Semester wise End Examination		80
Total per course		100

The institute has a well-established monitoring mechanism to monitor the quality of teaching-learning. IQAC has been entrusted with the responsibility to monitor the teaching learning process. In order to streamline the process of teaching- learning the following measures are initiated:

- Academic audit is done by the IQAC of all teachers by evaluating the units covered, as provided in the teaching plan and record of all academic as well as co-curricular activities performed. A teacher is evaluated on different parameters such as communication skills, quality of teaching, content and method of delivery, resourcefulness and readiness and accessibility to students.
- Feedback for all subjects is assessed by the Director. The feedback is shared with teachers through an interactive meeting where problems are discussed. Solutions to these are also provided to seek improvement.

Institute has taken an initiative for the evaluation of teachers, as a pilot project video lectures are been recorded and further it's evaluated by management expertise to streamline the process of teaching-learning.

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

Response:

In 2012 the RTMNU University adopted the Choice Based Credit System for MBA program. The institute is responsible to provide the internal assessment marks for MBA, the End Semester Examination for the course is conducted by Institute Examination Department, and the university has specified norms for the conduct for these evaluations, which are strictly followed by the institute.

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

Internal Examination System:

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

Institution on its own has initiated reforms in the internal assessment being carried out by way of carrying activity based evaluation along with regular session exams.

- Institute conducts the internal Unit Tests, Prelim, Presentations and viva examinations.
- Institute also conducts quizzes and soft skill development competitions for the students.
- Institute organizes subject seminars at the end of the session.
- Institute sends students for summer internship project for 1 and half to 2 months after second semester.
- The Institute takes efforts to have transparency in the internal assessment. The test answers and model papers are given to the students. Student gets opportunity to discuss the performance in the tests with the concerned teachers.
- Institute sheet which considers attendance, personality, behavior & innovations. The proper weight ages are given to these heads. Institute displays the internal marks obtained by students on the notice boards.
- Institute encourages the independent learning which includes paper presentation by students, project, innovative mini project, publishing the articles in newspaper & gives proper weight age to these heads.
- Institute displayed marking scheme at the start of academic year, on the notice board & carries out the evolution & display the result based on above evolutions.

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

Response:

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

Institute level Internal Class Test:

- College evaluation system is very transparent and grievances are rare. Answer sheet of internal assessment are shown to the students.
- The answer scripts of the examinations are shown to the students soon after evaluation. If there is any discrepancy, the teacher concerned makes necessary correction, if justified.
- If the problem is not solve at the faculty end then student can approached to the Head of the Department who then resolves the problem by discussion with subject experts.
- Faculty is very open to discuss any problems encountered and solve them on their level.

University level: External End Semester Examination

- The University has its own grievance redressal mechanism forevaluation.
- In case any student has an objection about the marks awarded, he/she has the facility to apply for revaluation within a specified time with the prescribedfee.
- The university revalues the answer scripts and takes correctiveaction.

The facility of revaluation is available for all students

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

Response:

According to the university calendar, semester wise academic calendar along with calendar for events for the forthcoming session is prepared in advance during the preceding academic semester. The senior faculty members are actively involved in planning the calendar. The faculty members are allotted subjects with respect to their expertise and preference by the Head of Department in consultation with the faculty member.

For every subject a detailed lesson plan including guest lectures, role plays, etc are prepared and evaluated by the senior faculty and Head of Department.

The Academic calendar has details of distribution of teaching days, event days and examination days. The Academic calendar is shared with the students well in advance.

To monitor the student progress, Institute has the continuous internal evaluation system which consist of unit test (once in semester), prelim/end term semester examination (once in term), presentation & oral exam. Using this mechanism Institute finds out the progress of the student & it uses this mechanism as a feedback to improve the academic process.

The Institute adheres to the academic calendar strictly. In each semester there is one unit test, presentations to be given on various topics, pre university examination, etc. In case if there is a slight deviation in the Academic calendar, the changes are accepted keeping in view the unplanned holidays of faculty member taking up extra session for their respective subject.

Continuous internal evaluation system also checks whether subject assignments are planned and completed within the given duration. Attendance of the students is calculated for every assessment period and the students are informed about their lack in attendance through mentor. The Institute organizes regular parents & guardians meet to have a communication with students and parents.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Yes, the offered MBA course and the programs arranged for the enrichment of the students along with the program specific outcomes and course outcomes of all programs are stated and displayed on website and communicated to teachers and students. These programs are developed by understanding the current and future needs of the employers. Apart from this, program also provides a list of objectives they hope to achieve through the teaching-learning process. These learning outcomes are communicated to the students and the staff through the teaching plans prepared by the group of faculties of each course and the faculty incharge of each activity at the beginning of the course and activity and through the student guides. The teaching plan comprises of the stated learning objectives of the course as well as the various contents of the

course. The faculty members ensure that the learning outcomes are fulfilled at the end of every session. The program outcomes and program specific outcomes are achieved through a curriculum that offers a number of courses. Each course has defined course outcomes that are linked to the program outcomes and a set of performance criteria that are used to provide quantitative measurement of how well course outcomes are achieved. The course outcomes are thus directly and quantitatively assessed, and are tied to the program outcomes and program specific outcomes. Therefore if the course outcomes are attained, that provides direct quantitative evidence that program outcomes are attained.

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

Response:

The process of course outcome assessment is based on unit test, pre university examination and through various curricular and extra curricular activities. As per the academic calendar every program is arranged with an objective and the program outcome is evaluated is a continuous process.

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

i) Unit Test: This type of performance assessment is carried out during the examination sessions

which are held ones a semester. Each and every exam is focused in attaining the course outcomes.

ii)Preuniversity Examination: Preuniversity Examination is a metric for assessing whether all the course outcomes are attained or not. Examination is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

iii)Assignment: Each and every student is assigned with course related tasks during every course work

and assessment will be done based on their performance. Grades/Marks are assigned depending on their attainment and submission of assignment

iv)Rubrics are formulated for the assessment of Library, quiz, classroom presentations, activities held under various cells and Internship & Final Project work courses Record the attainment of Course Outcomes of all courses with respect to set attainment levels.

The expected target level of course outcomes is set in the range of 50%-70% based on the cognitive level of course outcome by course instructor at the beginning of the semester. The performance of the students in the examinations during the semester in each course is used to compute the level of direct attainment of the course outcomes. The questions of each examination are tagged to the course outcomes by the course instructor.

The attainment of each course outcome is computed by setting the class average mark as the target. The course outcomes of each course are mapped to program outcomes & program specific outcomes with weights of 1 (poor), 2 (average), 3 (good), 4 (very good), 5 (outstanding).

Attainment of Program Outcomes and Program Specific Outcomes: A. List of assessment tools & processes:

i) Direct assessment: The performance of the students in the examinations during the semester in each course is used to compute the level of attainment of the program outcomes and program specific outcomes through the mapping of questions to course outcomes and course outcomes to program outcomes and program specific outcomes. Course outcome-Program Outcome & Program specific outcome mapping for all the courses in the program is prepared by the program coordinator.

ii) Indirect assessment: The feedback is collected through the feedback forms from the students at the end of program. The quality/relevance of assessment tools/processes used: The attainment of the program outcome & program specific outcome is assessed as a weighted average of attainment of the course outcomes that are mapped to the given program outcome & program specific outcome. The overall program outcome & program specific outcome attainments are calculated by considering 70% of direct attainment and 30% of indirect attainment through surveys.

2.6.3 Average pass percentage of Students

Response: 82.43

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

Response: 319

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

Response: 387

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 0

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

File Description

Document

List of research projects and funding details

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other

initiatives for creation and transfer of knowledge

Response:

Center for Innovation, Incubation and Entrepreneurship :

Innovation is production or adoption, assimilation, and exploitation of a value-added novelty in economic and social spheres; renewal and enlargement of products, services, and markets; development of new methods of production; and establishment of new management systems. It is both a process and an outcome.

Incubation is one of the four proposed stages of creativity, which are preparation, incubation, illumination, and verification, it is a process of unconscious recombination of thought elements that were stimulated through conscious work at one point in time, resulting in novel ideas at some later point in time.

In our considered view, innovation and incubation hold the key to sustenance of all entrepreneurial efforts be it within educational systems or elsewhere. We fervently wish to link innovation and incubation to bring about positive changes in efficiency, productivity, quality, competitiveness as our students, faculty and other stakeholders seek to transform ideas into products or services.

The role of our innovation team is to conceive, champion, and carefully develop a new approach that is yet to be tried elsewhere. The team's composition and dynamics reflect our focus on bring on board professionals with diverse skill set and academic orientation.

Every individual is expected to exhibit balance in team-role preferences. Each member is expected to explore inter-disciplinary work groups and scenarios.

It is expected that a good mix of individuals with varied preferences will do much to ensure a well composed team that is able to perform at a high level through all the different stages of process. Hence, we look forward to maintain best standards of professional communication and team work to achieve success in the innovation process.

Ideation:

Ideation is regarded as the creative process that generates, develops and communicates novel ideas, which is understood to be a basic element of thought, visual, concrete, or abstract. Through this platform, we seek to empower all stakeholders to discover ideas in a way similar to the discovery of the real world, from personal experiences. Through the process of ideation, we seek seamless exchange of ideas, and exciting as well as more productive collaboration among students, faculty and prospective entrepreneurs and connect them to real time business mentors and facilitators.

- There is an incubation centre at RGI group level
- Institute has active ED Cell – under which every month institute arranges a LOUD activity
- Institute organizes R Idea – National level B Plan competition every year under innovation and entrepreneurship.

Sr. No.	Member	Position
1.	Dr. Deepti Taori	ED Cell Incharge
1.	Dr. Mragna Gupta	Incubation Incharge
1.	Dr. Mrunal Naik	Innovation Incharge

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

Response: 28

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	6	2	3	7

File Description

Document

List of workshops/seminars during the last 5 years

[View Document](#)

3.3 Research Publications and Awards

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

Response: No

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: Yes

File Description

Document

List of Awardees and Award details

[View Document](#)

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

Response: 0.29

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 7

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

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

Response: 0.02

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

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

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

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

Response: 0.28

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	3	4	16	7

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

3.4 Extension Activities

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

Response:

Community services through N.S.S :

As part of such an initiative, our NSS unit is interacting with villagers and rendering services like planting trees, organizing medical camps, distributing free medicines, awareness programs on cleanliness, launching Swatch Bharat programs, computer awareness programs for school children, etc.,

Institutional Social Responsibility Dimension	Extension- Activities that promote the Social Issues
Promote Institution Neighborhood community network	<ul style="list-style-type: none"> • Visiting rural areas to promote awareness regarding domestic women of the society • Tree Plantation Drives in the neighboring areas • Inviting people from Old age homes and Orphanages for Diwali Celebration • Literacy camp for students from rural Areas
Contribution to good citizenship & service orientation and holistic development	<ul style="list-style-type: none"> • Blood donation Camps are organized • Various Community services through N.S.S (details are given below) • Cloth Donation is conducted • Aids awareness rallies are conducted to spread awareness regarding • Special camps in local village were conducted to study the life economic profile of the residents. It enables the faculty and students to understand the importance of their contribution to the <p>Local community and thereby the character of service orientation and citizenship builds.</p> <ul style="list-style-type: none"> • Tree plantation to enable the students to understand the importance of safe surroundings.

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

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year wise during the last five years

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

File Description**Document**

Number of awards for extension activities in last 5 years

[View Document](#)

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

Response: 15

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	4	2	2	1

File Description**Document**

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

[View Document](#)

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 2.26

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	4	2	2	1

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 121

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
17	19	37	11	37

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

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

Response: 4

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	3	1	0	0

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

To provide sufficient, good, airy academic and supporting spaces for effective teaching and learning

- To have conference halls, meeting rooms, faculty cabins, digital library for effective teaching learning
- To use ICT for academic processes including Teaching & Learning
- To provide access of Internet to students and faculty members.
- To develop classrooms, tutorial halls, library and regularly update the infrastructure and contents to meet the changing requirements of teaching learning.
- To use learning material like Charts, Write Ups, Multimedia, Models for enhancing the teaching learning
- To provide canteen, transport, playgrounds etc. for facilitating the Teaching

& Learning

- To develop/enrich the facilities by regularly taking the feedback from stake holders and also by visiting the renowned academic Institutes

Institute develops the infrastructure as per the norms of AICTE, University and State government. The experts from the regulatory authorities regularly monitor and visit the Institute. This enables the Institute to ensure the infrastructure adequacy and optimum use for academic growth.

- Apart from this Institute takes feedback from academicians, industry persons and scientists for development of facilities.
- Institute takes the feedback of students, faculty, non teaching staff and parents for development of infrastructure.
- Every year before the start of the semester, Institute collects requirements from concerned and adds/enriches the infrastructure facilities.

Research

- In last five years Institute has developed the class rooms, labs, tutorial rooms and seminar halls to meet the requirement of regulatory bodies and also for effective implementation of academics. The Institute enriched the computer centre.

- It has a developed digital library.

Institute has well furnished class room, tutorial rooms.

- Institute has language lab.
- Institute has provides laptops and modems to each faculty member. It is useful for pursuing research. It also supplements teaching and learning.
- Institute has well furnished seminar halls with conference chairs, Presentation facilities, PA system and TV monitor.
- Institute has two computing center.
- Institute has canteens, transport facilities, medical center.

Institute has gymnasia, indoor game facilities, playground, horse riding club.

- Institute has well furnished seminar halls with presentation facilities and TV/LCD Monitor.
- Institute has cultural group of students, which organize the activities like skit, drama, dance, music. Institute also invites the well known personalities in the related areas.

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

Response:

Institute has well furnished class room, tutorial rooms.

- Institute has language lab.
- Institute has provides laptops and modems to each faculty member. It is useful for pursuing research. It also supplements teaching and learning.
- Institute has well furnished seminar halls with conference chairs, Presentation facilities, PA system and TV monitor.
- Institute has two computing center.
- Institute has canteens, transport facilities, medical center.

Institute has gymnasia, indoor game facilities, playground, horse riding club.

- Institute has well furnished seminar halls with presentation facilities and TV/LCD Monitor.
- Institute has cultural group of students, which organize the activities like skit, drama, dance, music. Institute also invites the well known personalities in the related areas.

- It organizes activities like R-Idea business plan, blood donation camp, visits to NGOs, ladies awareness programs, annual camps. Institute also implements Earn & Learn scheme for students.
- Institute has language lab. It has cosmic club, which regularly organizes the language skill development activities for students. Institute offers soft skill

development programs to students.

- Institute organizes the lectures on Yoga, hygiene awareness program

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 10

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

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

Response: 0

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

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

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

4.2 Library as a Learning Resource

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

Response:

Use of Softlib software for management of library books, journals and other resources.

- Modular reading/study tables having individual compartments, for students.
- Development of digital library
- Flexible library working hours to meet student and faculty requirements.

- Regular review of books, journals usages and addition/deletion of the same to meet user requirements.
- Electronic Surveillance system for library

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

Response:

In due consideration of the demand made by the students and faculty, the Librarian places orders for the required no.of titles and volumes, which are quite regularly referred by the users. Further, the users use the facility of accessing e-journals as well as the reprographic facilities in order to meet their requirements. In regular interval, the librarian collects the recommendations of books for central library and department libraries as well from the HoDs and faculty members. Also, the librarian places orders for all required books as per the needs of the curriculum. Every year, it is a common feature for the college library to conduct a book exhibition by inviting various prestigious publishing houses.

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

Response: 1.5

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

2016-17	2015-16	2014-15	2013-14	2012-13
.305	.301	2.65	.419	3.84

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

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 50

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

Response: 161

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Consecutive up gradation arrangements are incorporated into yearly spending plan. The exercises have been arranged in a manner that, the IT framework and related offices are dependably keeping pace with best in class innovation. The college keeps up push on this crucial territory to guarantee nonstop and reliable accessibility tuned in to the developing needs and evolving innovations. The college places parcel of significance on e-learning and up gradation of transfer speed, availability and additionally different enhancements

4.3.2 Student - Computer ratio**Response:** 2.48

File Description	Document
Student - Computer ratio	View Document

**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
<5 MBPS****5-20 MBPS****20-35 MBPS****35-50 MBPS****Response:** 35-50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

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

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 12.24

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

2016-17	2015-16	2014-15	2013-14	2012-13
15.92	15.8	23.30	9.62	56.43

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

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

All functioning units of the college are provided with all the required infrastructure facilities like class rooms, faculty rooms, girls waiting halls, laboratories etc. The effective usage of all the facilities is ensured by introducing exclusive hours for sports, extra lab hours, exclusive hours to visit advanced labs and Central Library in the regular time table itself. Students can avail the facility of yoga training every week. During these slots concerned class in-charges / faculty members will ensure the presence and utilization of facilities by the students.

A separate computer maintenance team is available which handles the departmental requirements. For every computer centre, a Programmer / Technician are recruited and a faculty member is made in-charge of the centre. Central library has its dedicated human resource and the departmental libraries are taken care of by the department office assistant and a faculty In-charge of the concerned department. Most of the maintenance work is completed during summer break and a close monitoring of maintenance activities is a prime responsibility of heads of the departments

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 66.49

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

2016-17	2015-16	2014-15	2013-14	2012-13
117	105	65	73	79

File Description

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

Document

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 40.07

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
35	156	38	33	26

File Description

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

Document

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and meditation
- 8.Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 1.79

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

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

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

File Description	Document
Details of the students benefitted by VET	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 64.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
87	56	49	56	68

File Description	Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 0

5.2.2.1 Number of outgoing students progressing to higher education

Response: 00

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

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

Response: 16.19

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	2	0

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	3	5	3	10

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

5.3 Student Participation and Activities

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

Response: 15

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	3	3	1	4

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

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

Response:

The various student council & representative committees in GHRIMR are:

Class Review Committee:

Every Class of the Degree Program shall have a Class Review Committee, consisting of Faculty and Students. Student members of class review committee assist the DAC (Departmental Academic Committee) in the process of academic plan implementation of every subject in a semester.

IQAC:

Student members of IQAC help to propagate quality policies adopted by the institution among the student fraternity and also help in projecting the student view point while taking any quality policy decision.

Students' professional societies:

Most of these societies are maintained completely by students under the guidance of faculty members according to a plan of activity.

Library Committee:

Student members of the library committee will assist in the procurement of text books, journals and other learning material.

Alumni Association:

Every department attends to the coordination and liaison activity with alumni through the appointed students.

Anti-Ragging committee

Student members assist the institution in implementing rigid anti-ragging measures so that the institution becomes ragging-free campus.

Grievance Redressal Cell

The matters of harassment and suppression of any single individual are handled by grievance redressal cell. Student members can help other students to present the grievance in case the sufferers want the representation in absentia.

Cultural Committee

All the cultural activities during the important occasions of College day, Freshers' day, annual cultural festival are coordinated by this committee.

NSS

To inculcate awareness of social problems by the students, NSS activities are coordinated with large participation by students every year.

Language & creativity club

In view of the critical significance of language skills in globalized world, students organize this club through activities like debating, group discussions, book reading and review, poetry, quiz and creative writing.

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

Response: 9

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	10	09	08	07

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

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

Response:

The Alumni Association named as G. H. Raisonni Alumni Foundation of G. H. Raisonni Institute of Management(GHRIMR) and research is a registered society with registration number U93030MH2011NPL223577. The main objective is to enroll all alumni as members of the association and facilitating active participation of the alumnae in appropriate activities, events, and initiatives of the Institute. The GHRAF Alumni Association is an official unit of the Institute with the primary objective of facilitating the pleasant and friendly interface to all the GHRIMR alumnae and creating a single semantic web of GHRIMR fraternity. The GHRIMR is truly proud of its brilliant alumni who are currently positioned all over the globe and have distinguished themselves in all spheres of high-end. The main aim of the GHRIMR Alumni Association is to coordinate the networking of all the GHRIMR alumni and to create a single global GHRIMR community for the benefit of institute as well as student community.

Mentorship: Alumni can play an active role in voluntary programs like mentoring students in their areas of expertise. To utilize the rich experiences of old students of the college for the benefit. To assist the students in securing suitable jobs.

Placements: The alumni network of a college is one of the biggest sources of placement opportunities to the students. Alumni can help students get placed at their respective organizations. Job opportunities are provided by the alumni in their companies.

Career Guidance: The carrier guidance programs are organized by GHRIMR by inviting alumni form. Alumni are a huge talent pool whose guidance can be beneficial to many students and other fellow-alumni in their respective areas of study. To arrange seminars, debates, workshops on present trends in technology.

Networking Platform: Alumni network by itself is one of the best professional networking platforms available today. Right link solution is software is introduced recently to build a strong network between the college, present students, parents and College management. Alumni meet takes place in near by hotel every year provide a forum for the Alumni to interact with the Institute. To bring together all the old students and the faculty of GHRIMR to share their experiences with each other.

Online Alumni Survey: Toget online survey about how the state and study in GHRIMR in the present position. Feedback is collect from the alumni to update the curriculum which are suitable for present needs of industry and technology. To get the valuable advices of the Alumni for development of the college.

Database: To maintaining and updated the database of all the alumni and to interact with them. To share this updated current information in the database available in the website. To provide a common platform for the alumni of the institute to reach out to other alumni across various years, batches and interests.

5.4.2 Alumni contribution during the last five years

<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 19

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	5	6	4	1

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

To empower the students to become vibrant, innovative and emotionally matured and to train them to face the challenges of the quality conscious globalized world economy.

MISSION

- To provide an environment most conducive to learning and to create a stimulating intellectual atmosphere in the campus.
- To achieve Academic Excellence.
- To ensure a holistic development of personality.
- To spread education to rural areas.
- To establish partnership between Institution & Industry.

Leadership functions of the Head of the Institution

- To provide directions and perspective plans for the growth of the institution
- Financial planning in the form of budget
- To ensure end results by periodical monitoring
- Coordinates all the policy matters in consultation with the college team and present it to the Board for final approval.
- To motivate faculty for pursuing the research
- To counsel students regularly and motivate them for conceptual learning

Measures are taken by the institution to translate quality to the functioning of its various administrative and academic units

All units function as per the guidelines of AICTE standards are followed. Faculty self appraisal also helps toward the quality enrichment of the academic process. Computerization is introduced in academic section,

student section, scholarship section, library and examination section so as to ensure accuracy. Internal audit is being performed to retain the quality/standards in the implementation of various activities.

Faculty involvement in decision-making

Faculty members are actively participating in department level meetings and the resolutions are passed on to the Principal for final decision. In addition, faculty members are serving as members of various committees formed at department level and institute level where the decisions and opinions of committee members play crucial role in decision making. The Principal regularly conducts College Advisory Board (CAB) meeting to discuss various issues. All such issues are addressed by the Head of the Departments with their faculty for implementing the decisions taken by the Principal.

6.1.2 The institution practices decentralization and participative management

Response:

The college functions under the direct supervision of Principal. Day-to-day academic activities of the departments are taken care of by the HoDs. Under direct supervision of Principal, Administrative office, the entire college will be functioning. Time to time Principal conducts meeting with the concerned incharges / HoD and at / Concerned In charges will conduct the meeting with the concerned members to discuss various issues and resolutions made will be passed on to Principal for further action. Similarly, the outcomes of Principal meeting will be passed on to individual faculty / staff for implementation.

The following committees are in existence to decentralize the academic and administrative activities.

- IQAC
- Finance Committee
- Disciplinary and Anti-Ragging Committee Grievance and Redressal Committee Internal Complaint Committee Examination Committee
- Academic and Administrative Audit (AAA) Committee Purchasing Committee
- R&D Committee
- Entrepreneurship Development Committee

- Training and Placement Committee Library Committee
- NSS Committee
- Sports and Yoga Committee

6.2 Strategy Development and Deployment

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

Response:

The College was started in the year 2008 with MBA course. The college is accredited by NAAC with 'B' grade in the year 2015. However, a formalization of IQAC is done in the A.Y 2010 and since then this IQAC is functioning with focus to develop, drive, deploy and review the quality policy. The present IQAC takes into account the vision & mission and several other aspects of the institution and formulates processes to ensure quality outcome. The IQAC works closely with the management and the Principal to drive and implement the processes across the institution. The cell meets to review the progress of implementation and accordingly makes policy decisions wherever necessary. The prominent resources that the institution currently has are

- Well qualified and experienced faculty members
- State-of-the art Central Library
- Good infrastructure facilities with computer Lab

Perspective Plan for the development of college:

- Standardizing the ICT based teaching-learning processes
- Creating an intense research ambiance .
- Offering Value added certification courses
- Strengthen industry-institute interaction
- Improve consultancy services
- Organizing an International Conference every year
- Getting the status of Autonomous.

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Functions of the Governing Body:

1. Determine and prescribe courses of study and syllabi, and restructure and redesign the courses to

suit local needs, make it skill oriented and in consonance with the job requirements.

2.Promote research in relevant fields.

3.Evolve methods of assessment of students' performance, the conduct of examinations and notification of results.

4.Use modern tools of educational technology to achieve higher standards and greater creativity.

5.Promote healthy practices such as community service, extension activities, projects for the benefit of the society at large, neighbourhood programmes, etc.

6.Institute scholarships, fellowships, studentships, medals, prizes and certificates on the recommendations of the Academic Council.

7.Approve new programmes of study leading to degrees and/or diplomas.

Functions of the Academic Council:

1.Scrutinise and approve the proposals with or without modification of the Boards of Studies with regard to courses of study, academic regulations, curricula, syllabi and modifications thereof, instructional and evaluation arrangements, methods, procedures relevant thereto etc., provided that where the Academic Council differs on any proposal, it will have the right to return the matter for reconsideration to the Board of Studies concerned or reject it, after giving reasons to do so.

2.Make regulations regarding the admission of students to different programmes of study in the college keeping in view the policy of the Government.

3.Make regulations for sports, extra-curricular activities, and proper maintenance and functioning of the playgrounds and hostels.

4.Recommend to the Governing Body proposals for institution of new programmes of study.

5.Recommend to the Governing Body institution of scholarships, studentships, fellowships, prizes and medals, and to frame regulations for the award of the same.

6.Advise the Governing Body on suggestions(s) pertaining to academic affairs made by it.

7.Perform such other functions as may be assigned by the Governing Body

Functions of the Finance Committee:

The Finance Committee will be an advisory body to the Governing Body, to consider:

(a) Budget estimates relating to the grant received/receivable from various funding agencies, and income from fees, etc. collected for the activities to undertake the scheme of autonomy; and

(b) Audited accounts for the above.

service

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

S.no	Suggestions	Implementations
1	Use Innovative teaching method. Organization of workshops, National conferences, Courses to address content beyond syllabus.	Facility uses innovative teaching methods like active learning Institute organized the workshops, National conference and programs contents beyond syllabus
2	Motivate faculty for Higher Education	• Institute sponsored the faculty and Ph.D.Programs
3	Offer Value added and certification courses	Digital Marketing , M courses offered

6.3 Faculty Empowerment Strategies

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

Response:

The College Management provides the following welfare activities to the staff:

- Transport facility
- Canteen Facility
- Dress code for student section employees as well as for attendants.

- It also provides laptop & modem to faculty.
- Fees concession is given to the individual staff and their wards.
- Educational aid is given to the wards of non teaching staff.
- Non-teaching staff are supported & insured by the Institute.
- Institute may give advance payment to staff to meet their urgent needs.

Providing Good Working environment

- Providing fair and equitable rewards to the employees.
- Timely promotion of employees.
- Institute gives freedom of work and give opportunity to excel in the domain as per liking of individual. This attracts the eminent faculty.
- Special pay may be provides to eminent faculty. Institute promotes the faculty for higher studies.

Institute has performance based promotion policy, which retains the faculty

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

Response: 20

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

2016-17	2015-16	2014-15	2013-14	2012-13
06	06	04	04	04

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

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

Response: 5.6

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
07	06	05	05	05

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

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

Response: 70

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year wise during the last five years

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

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

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

Response:

The Performance appraisal report are used for the following purposes-

- For regularizing the staff after probation period.
- Deciding the regular increments.
- To offer additional appreciation and rewards.
- To decide the promotions.
- For granting Deputation, study leaves, special leaves, sponsorship for faculty.
- To avail suggestions from the evaluators for improvement.

Process Communication of Performance Appraisal:

- The performance appraisal form contains self-appraisal by individual reported upon and appraisal by the HOD/ Principal.
- On initiation of report of faculty/ staff member, it is communicated by HOD/Principal verbally as well as in writing.
- The faculty/staff member is told about their strengths and weaknesses. They are counseled for improvement required to overcome the shortcomings.
- The major decisions taken by the management are communicated during

meetings of Principals/ HOD for percolation down to stake holders. These are also displayed on Notice boards which the stakeholder is expected to see. Besides this, it is sent by e-mail on their personal –mail ID.

- As far as students are concerned his/her performance is communicated to him/her by class teacher / teacher guardian

Periodical reviews on classroom teaching by the director.

- Staff does the self appraisal every year in prescribed format of the Institute.
- The self appraisal enables the staff can give information of the activities like teaching, research, co-curricular and extra curricular, social, study material development, counseling of students
- Staff also presents the appraisals to committee consisting of management nominee, Principal, Senior faculty, and experts.
- The self appraisal is referred by Co-ordinator and Director. It is sent to the HR department for granting appraisal, appreciation and rewards.
- Student feedback is an appraisal input from stake holder

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college follows the no donation policy and hence no resources are mobilized from donations. The college management therefore has resources mobilized through Government aid. An annual budget is prepared after taking into consideration the needs of Departments, cells and library with regard to computers, books, stationery and activity costs.

The principal of the college places the budget before the LMC for approval and implementation. The college goes through two tiers of audit- College/Internal audit and External Audit . The audited report is again placed before the LMC at the end of the financial year for consideration. Reconciliation of accounts is regularly done by the accounts section to verify the balance in hand.

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

Response: 0

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

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

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

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

Response:

As a part of Outcome Based Education system, this institution has given utmost importance for the generation and utilization of funds to meet the objectives of the institution. The institutional strategy to generate funds is primarily based on Quality enhancement strategy. This strategy is essential in teaching-learning. **By quality enhancement, the scope for increasing consultancy widens which leads to generation of more funds.** By providing quality enhancement, a better fee structure can be claimed by the college that can be sanctioned by the government. This also leads to improved funding. Hence, quality enhancement of the institution is nurtured to generate funds from different sources.

Optimal utilization of funds is ensured through the following:

1. Adequate funds are allocated for effective teaching-learning practices that include conduct of FDPs, orientation programs, workshops, inter-disciplinary activities, training programs that ensures quality education.
2. Adequate remuneration based on the performance–quotient of the teaching professionals is provided.
3. The budget will be utilised to meet day-to-day operational and administrative expenses and maintenance of the fixed assets.
4. The grants received from the external funding agencies are effectively utilized in implementation of projects by procuring the suitable equipment. This equipment is further utilized in the established advanced laboratories of the institute. Availability of such equipment has further improved the research interest of the faculty and students.
5. Enhancement of library facilities leads to novel learning practices and accordingly requisite funds are utilized for this every year.
6. Adequate funds are utilized for development and maintenance of very good infrastructure for the institute.
7. Some funds are allocated for social service activities as a part of social responsibility.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the

quality assurance strategies and processes

Response:

The IQAC of the College was established in 2010

AQAR of the College appropriately captures the quality policy of the College, strategies adopted, tools and methods followed to implement and institutionalize the quality policies.

The IQAC of the College is involved in drawing the quality policies for Teaching-Learning, Research, Curriculum planning and implementation, Student activities, innovation and all the extra- curricular and co-curricular activities.

Quality parameters developed for various academic / administrative activities of the institute.

Assessing the quality parameters and providing required suggestions for the improvement.

Arranging training on pedagogy every semester for all newly admitted faculty.

Conducting seminars / workshops, FDPs on emerging technologies for faculty. Conducting Guest Lectures from Industry/Experts.

Arranging regular training / certification programmes for students and supporting staff. Encouraging R&D and Consultancy.

Action plan for enhancing quality of student projects (outcome based approach) Action plan for improving the FPI (Faculty Performance Index)

Teaching and Learning:

IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

Feedback from the stakeholders (students, alumni, industry experts, research organizations and parents).

Monitoring of course files, lecture Schedules, course plans by random sampling

Verification of cycle test analysis, question papers

Arrangement of special classes for weak students during evening hours.

Identifying the new processes and recommending the same for improving the quality.

Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution Autonomy to the principal investigator

The Principal investigators who were sanctioned projects from various funding agencies like DST, UGC, AICTE, MHRD etc., are given full autonomy in executing the project as per the guidelines of the funding organizations.

Timely availability or release of resources

Principal maintains and provides all facilities like timely release of project funds for completion of the funded project.

Adequate infrastructure and human resources

The college makes budget provisions to procure necessary equipment for experimental projects, travel support for faculty attending conferences, internal funding, subscribing research journals up to date to strengthen the library, reference books and text books.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The following innovative processes adopted by the institution in Teaching and Learning:

- 1.Promoting the usage of ICT.
- 2.Implementing OBE
- 3.Mapping course outcomes / instructional objectives and program educational objectives
- 4.Arranging training on pedagogy and assessing its impact on teaching-learning. 5.Arranging training on latest technologies.
- 6.Conducting FDP programs on emerging management topics
- 7.Monitoring the schedules Helping the teacher of a subject on delivery methods after consulting Internal/external experts in that subject.

Besides regular classroom learning and innovative teaching methods like

Field trips Industrial visits Internships

1. Guest lectures on advanced topics by the Eminent Academicians and industry experts.

2. Conducting seminars by students

3. Practice of emerging management trends through Mini projects and Term Papers

4. Faculty development through subject based workshops, orientation programs, seminars and conference programs, technology based workshops etc.

IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

The IQAC organizes regular academic audits to ensure effective learning process and maintenance of course files. implementation of teaching

- Verification of cycle test analysis, question papers
- Arrangement of special classes for weak students during evening hours.
- Identifying the new processes/delivery method and recommending the same for improving the quality.
- Analyzing the deviations from the benchmarks and reporting.
- Feedback from the stakeholders (students, alumni, industry experts, research organizations and parents).
- Encouraging faculty for online certification Courses (NPTEL, MOOCS, Etc.):
- Grouping the faculty members in to three or four based on specialization inter college within RGI
- Conducting Faculty Development Programs

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

Response: 6.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	06	6	4	07

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Teaching and Learning

- Every possible step is taken to engage students in active learning for attaining quality improvement.
- Learning is made student centered.
- Teaching is done keeping in view the interest and learning capacity of the students.
- Institute has the strategy of planning the academic activities before the start of term.
- Department prepares the academic calendar.
- Faculty prepares the work plan and implements the academics.
- The regular internal evaluation is carried out.

- As per Student's feedback proper changes are made in the delivery.
- Institute insists for use of innovative teaching learning methods.

Research & Development :

- Faculty members are encouraged to pursue research by providing them the facilities like laptops , modems , digital library , equipments and labs.
- The Institute by giving rewards and appreciations to achievers in outstanding research work.
- Institute encourages the innovations among students by providing them incubation facilities.
- The Institute is generating a very friendly atmosphere to the faculty for the development in the wake of modern challenges in imparting quality education.
- College management is very cooperative in developing teaching fraternity by allowing them to register for their PhDs as part of continuing education
- To upgrade the qualifications
- To attend various training and developing activities at national and international Level.
- To contribute in serving the surrounding community through various R & D Activities.

Community Engagement

College takes up numerous Cultural and Social Activities, throughout the year in which community is involved. Some of such activities are given below:-

Organization of Camps

- Medical Check Up
- Dental Check Up

Gender Discrimination

Environment Protection

- Tree Plantation
- Cleanliness drive in slum areas
- Energy Conservation
- Rain Water harvesting
- Recycling of Waste
- Use of Solar energy
- Restriction on usage of Plastic Bags

Human Resource Management

- By encouraging the faculty to attend State / National / International Level Seminars / Workshops on issues pertaining to up-gradation of academic and managerial abilities of the teachers.
- By organizing extension lectures.
- By encouraging the faculty to carryout research and various other programmes in and outside the college.
- Recreation facilities for staff and their families like annual tours, fair, cultural programmes
- Moral, Spiritual, Health, Mental upliftment of faculty through various spiritual session, meditation camps and yoga classes.
- Quality sustenance – participation of faculty, administrative staff, students, alumni leading to new initiatives

- Interaction with peers leading to educational development.

Industry Interaction

- Institute conducts various seminars and conclave where Industry professionals, academician and students participate.
- Experienced decision makers from Industry
- Institute conducts regular meets and get suggestion for curriculum from industry
- According to the need of industry and accordingly offers the additional programs for students .
- Institute organise regular Industry visits and send students for Summer Internship program in various Industry.
- Institute encourage the students to take industry projects.
- Institute has ED which organizes for Industrial intervaention.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 43

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	9	9	9	5

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

Response:

a). Safety and Security

1)The college explicitly and exhaustively follows safety norms in all aspects. Security consist of personnel safe guard, CCTV, for girl students is ensured by these personnel.

2)Timely monitoring is done of entire college regarding the corridors all the buildings, classrooms and laboratories etc are sufficiently lighted, ventilated .Timely maintainance review is taken regarding all the equipments used in the college.

3)The college also has strategically placed fire extinguishers on all floors of all facilities. Timely medical assistance is also provided for students. Transport facilities are easily provided in case of emergency. Grievance Cell provides a convenient opportunity for girl students to raise the problems of harassment preserving anonymity even.

b) Counselling:-

The institution provides a number of mechanisms for student support including counseling & mentoring discussed as follows:-

1)Mentor-Mentee scheme:-

1.The institution has a counseling mentorship scheme .For a group of 25-30 students one faculty member is assigned as Mentor.This aims at helping students in curricular support and other activities Academic.

2.The mentor guides for the overall development of the mentees,including academic overall developmet ,career development and personal development.The mentees can meet the mentors additionally any time during the semester.

3.The issues/difficulties raised are further escalated by concerned faculty. Academic counseling is provided to the students throughout their three-year tenure in the College. The teachers provide academic counseling to the weak and slow learners through the remedial classes, while academic counseling of the advanced learners is made through the tutorial classes.

2) Career Counselling :-

1.Career counseling Cell of the College organizes workshops and seminars on various career opportunities in form of special lectures held by the experts.

2.In this Counseling is provided to students for employment potential in various industries / organizations, including self-employment, opportunity in various services and scope of higher Training and Placement cell and Entrepreneurship development cell.

3) Special counseling cell for Girls:-

To empower women and girls in academia through imparting educational, awareness training programmes are conducted.Timely counseling is provided by over all faculty members to strengthen female student them towards leadership and self- motivation .Efforts are taken to make them confident and competent individuals in career and life.

c) Common Room

The college has two common rooms –one for the girls and the other for the boy’s students. These serve as an open space for relaxation ,socializing. Both girls and boys common room are spacious and airy.Recreational facilities are available in the common room.

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 35024

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 50

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

Response: 11388

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 22776

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

7.1.5 Waste Management steps including:

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

Response:

- Solid waste management

A proper transportation arrangement for disposal of solid waste is made available in the premises so that it can be transfer for recycling as well as composting arrangement is also available in the premises

- Liquid waste management

A well equipped drinking facility is provided.

All the faculty members and staff member monitor the wastage of drinking water

There is a proper drain out system to maintain the greenery in the campus.

A well systemized drainage system is also present for all building.

- E-waste management

The e -waste is managed through outside agencies which guide us for disposal of wastage batteries and damaged computers

Some parts with lowered configuration are donated in the village school

Remaining wastage material is disposed properly

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The institute has implemented rainwater harvesting, which has saved significant amount of water expenses Rain Water harvesting and roof top harvesting was carried out and rainwater from the roof is collected and channeled.This system recharges the institute bore well.

Water Harvesting is also utilized to minimize the wastage of water resources and to improve the water table, the rain water is led into the ponds located in between the different blocks.

Rain water harvesting system is been planned for proper utilization of rain water.

The drinking water and the washroom water in the campus are being analyzed by the college once in a semester.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**

- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Carbon neutrality

Specific parking area is allotted for the parking of faculty and student vehicle. There is entry barrier for the vehicle in the college premises which excrete more pollutant gases. The institute restricted the usage of plastic bags in the campus.

Plantation/Greening Drives

Plantation programme has been taken up by the NSS unit for increasing the Green Cover in the village and special awareness programmes on plastic free environment in and around the village. Various awareness programs are conducted by NSS unit like tree plantation, awareness on deforestation etc.

Conservation of Energy

Awareness among the students and staff on energy conservation is created by some sort of displays at appropriate places, Switching off all the electrical utilities, the buildings are fitted with glass/mesh windows for maximum utilization of natural light and free stream of air circulation. Continuous monitoring is done on energy conservation.

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

Response: 0.09

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

2016-17	2015-16	2014-15	2013-14	2012-13
.30	.20	.25	0	0

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities

- 2.Provision for lift
- 3.Ramp / Rails
- 4.Braille Software/facilities
- 5.Rest Rooms
- 6.Scribes for examination
- 7.Special skill development for differently abled students
- 8.Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 23

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

2016-17	2015-16	2014-15	2013-14	2012-13
07	06	2	4	4

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

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 43

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
11	9	9	9	5

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document

7.1.12 Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff

Response: Yes

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

Response: Yes

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

Response: Yes

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

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

Response: Yes

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

Response: Yes

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

Response: 42

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

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

Response:

Every year institute organises several national festivals and birth/death anniversaries of the great Indian personalities such as:

Teachers Day

Women's day celebrations

Chatrapati Shivaji Jayanti

Holi celebration

Diwali Milan

Gandhi Jayanti

Ambedkar Jayanti

International AIDS awareness day

Yoga Day

Independance Day

Republic Day

Childrens Day

The details of the activities of national festivals and birth / death anniversaries of the great Indian personalities organised by the institute are made available at institutional website

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

Response:**System of Finance:**

A proper transparency is maintained throughout the system which is monitored by following ways:

- Financial Audit is done
- Financial committee is formulated as per UGC gridlines.

System of Academics:

- A regular internal academic audit is done every year
- To monitor their attendance and feedback as well, institution has incorporated the software for faculty as well as staff. This helps in maintain the record and academic monitoring
- Parents teacher meet is conducted every semester to take parents in loop and also to inform parents about their ward's development
- Attendance by every faculty is uploaded on RAMS (Now it is AIMS)
- If a student identified with irregularity then immediate action used to be taken by academic in-charge to maintain the regularity.

Administrative Functions:

- Specified duties have been to all non teaching staffs.

Auxiliary Functions:

A proper sequence is followed for conducting any kind of training, FDP, MDP, guest lecture, conference etc. It is carried out as per the following sequence:

- A proposal is sent to the finance department
- Management/Administration gives the approval
- Program conducts
- Account details then submitted to the finance department
- Whole report is submitted to the finance as well as administrative department

7.2 Best Practices**7.2.1 Describe at least two institutional best practices (as per NAAC Format)****Response:****1. Title :Standardized procedures for periodic quality checks of Teaching – Learning****2. Objectives of the Practice**

The objectives/intended outcomes of this best practice are:

- To ensure standardized quality learning and teaching experiences
- To improve student's learning experiences and outcomes.
- To assist in curriculum planning
- To identify and address professional development needs.
- To provide staff with reliable, consistent and timely evidence of the quality of their teaching and student learning

3. The Context

Quality teaching is defined in terms of effective pedagogical techniques to achieve desired learning outcomes of students. It involves several dimensions, including the effective design course content, a variety of learning contexts soliciting and using feedback, and effective assessment of learning outcomes.

4. The Practice

- The course outlines and the course schedules are drawn well ahead of the course commencement.
- The HOD ensures the effectiveness of the process by weekly checks of the teaching diaries, academic records, monthly appraisals and syllabus completion statements submitted by the faculty
- The teaching- learning process is continuously reviewed by the Principal, by taking into account the feedback given by the students.
- The department submits an annual report on the activities comprising academic activities, research and extension activities, innovations in teaching/learning, publications, staff and student achievements, extra and co- curricular activities to the IQAC.
- Departmental meetings are conducted once a month and whenever needed. The minutes are documented and signed by Principal.
- Result analysis is submitted by the individual faculty to principal.
- Syllabus completion statements are also periodically submitted by the individual teachers in order to ensure timely completion of the syllabus.
- Feedback is taken from the students at the end of every semester for teacher evaluation.

Best Practice II

- **Employability Skill Development Program**
- The Institution's priority is to make their students employable as it is the foremost objective of every student to pursue this MBA program. Institution takes lot of efforts to make their students placed in good organization with handsome salary. To accomplish this goal, institution has set up training and placement department which conduct various training session to enhance the employability skills of the students to make them more employable.
- **Context:** Students need to attain the required managerial skills after attending the training programs organized by the training and placement department. We focus on improving their managerial skills.
- following practices are imparted in the class room:
- Guest lectures and training program are arranged for specific subject. At the same time institution organize SAP training for each student. We also conduct various training on core specialization subject for students.
- Few certification courses are organised
- **Success Evidence:** the placement has been improved from last few years.
- **Problems Observed and Required Resources:** The students have less interest in attending such

training programs. Faculties have to take lot of efforts for maintaining the attendance throughout the session.

- It has also been found out that student not able to attend few training programs due to economic reason. Some students not attend it due to time constraint.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Holistic Development of Students

GHRIMR has the futuristic vision of sculpting next- generation citizens. The college aims to achieve holistic development of its students. The mission is to help students develop themselves into independent and confident individuals in this competitive world by developing their innate skills, grooming their personalities and to equip them with soft skills for their personal growth and development. The goal is to create a well equipped and employable graduate who is industry and world ready and is a socially responsible and responsive student with knowledge and skills to achieve success in his/her career.

A good number of experts, professionals, industrialists, entrepreneurs and HRD Trainers are the faculty members of this programme which is focused on inculcating personal grooming and over-all development of the students to complement their academic and curricular learning process. On an average 80 students participate every year in this training programme consisting of daily sessions of one and half hours in the morning. Lectures, talks, presentations on the following topics along with panel discussion and field visits are the highlights of this programme to groom and familiarize students with the working modules and patterns of the industry.

Practice:

Ø List of varied topics dealt with in the past 5 years:

1. Knowing Thyself
2. Goal setting
3. Attitude
4. Public speaking
5. Leadership Qualities
6. Communication skills
7. Discussion Making

8. Team Building
9. Time Management
10. Managing Emotions
11. Stress Management
12. Career Building
13. English Language Communication
14. Computer Literacy & Basics (Practical)
15. Motivation
16. SWOT analysis
17. Manner & Etiquettes
18. Entrepreneurship Development
19. Corporate Manners & Etiquettes
20. Success & focus towards future
21. Dressing sense
22. Interview skills
23. Marketing & Career in Marketing
24. Group Discussion
25. Banking & Career in Insurance

Students sincerely attend the training programme. Feedback of the students is taken through oral expression of their views at the end of each training programme. Students are transformed and acquire confidence at the end of the training programme.

5. CONCLUSION

Additional Information :

We have submitted criteria wise information as per the specifications of NAAC. However we wish to bring the following for your kind notice.

Choice based credit system has been implemented through RTMNU. With a view to improve teaching learning process efforts are being put in to arrange for FDPS and refresher courses. With a view to improve learning process of students, efforts are in progress to increase the learning resources in terms of NPTEL lectures, MOOCs lectures in all subjects.

Certification courses are made available for all students. Number of activities through professional bodies, student associations is being increased.

Student participation in Research activities, Co-curricular activities as well as extra-curricular activities is given top priority. Research and publication activity by the faculty members is being encouraged very much.

We are trying our best to follow as many best practices as possible at GHRIMR to meet the required level of internal quality.

Concluding Remarks :

At GHRIMR we have prioritized the following for your kind consideration.

Providing a vibrant academic ambience is our first priority

Up-to-date delivery methods in the class room, adequate self- learning resources, timely training for faculty, and certification programs for students and some such measures are considered as means for this purpose. .

Improved industry-institution interaction is being attempted through inviting industry experts for guest lectures, industrial training of our students, internships and collaborative projects as well as many other such activities.

In view of improving employability level of our students we have given very high priority for skill development programs integrated with curriculum as far as possible and with special arrangements during summer vacation.

Personality development programs arranged at GHRIMR inculcate an ability to shoulder many social responsibilities. Entrepreneur development, incubation centres, management skill development methods are also in our priority list.

We are striving our best to improve continuously in our efforts of imparting quality management education at our institute.