YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution	KYDSCT's Institute Of Management and Science, Sakegaon
• Name of the Head of the institution	Dr Sunilraj N. Jayaswal
• Designation	Director
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	02582255124
• Mobile no	9356461501
• Registered e-mail	imssakegaon@rediffmail.com
• Alternate e-mail	ppbornare79@gmail.com
• Address	N. H. 06, Near Sakegaon, Tal. Bhusawal, Dist. Jalgaon
• City/Town	Bhusawal
• State/UT	Maharashtra
• Pin Code	425201

2.Institutional status

• Affiliated /Constituent	Affiliated
• Type of Institution	Co-education
• Location	Rural

- Financial Status

  Self-financing

- Name of the Affiliating University

  Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon

- Name of the IQAC Coordinator

  Dr Prashant Pandit Bornare

- Phone No.

  9423954319

- Alternate phone No.

  9423186660

- Mobile

  7620491375

- IQAC e-mail address

  iqacims2010@gmail.com

- Alternate Email address

  ppbornare79@gmail.com

3.Website address (Web link of the AQAR (Previous Academic Year)

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

  Yes

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.04**	**2019**	**03/03/2019**	**03/03/2024**

6.Date of Establishment of IQAC

17/10/2017

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	**NIL**	**NIL**	**NIL**	**0**

8.Whether composition of IQAC as per latest NAAC guidelines

No

- Upload latest notification of formation of IQAC

  No File Uploaded

9.No. of IQAC meetings held during the year   4

- Were the minutes of IQAC meeting(s) and   **Yes**
  compliance to the decisions have been
  uploaded on the institutional website?

- If No, please upload the minutes of the   No File Uploaded
  meeting(s) and Action Taken Report

10.Whether IQAC received funding from any   **No**
of the funding agency to support its activities
during the year?

- If yes, mention the amount   **0**

11.Significant contributions made by IQAC during the current year (maximum five bullets)

All the staff are encouraged to attend seminars, workshops,
conferences etc. so faculty attended conferences and seminars during
this academic year. Students are also encouraged to undertake
student study projects. Moving teaching learning and all academics
activities on online. IQAC has done the Faculty, Students feedback
analysis. Organized FDP programs of Teaching and Non Teaching
Staff..

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards
Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
planning to motivate PG students to join online learning platforms, use smart phone as a learning tool.	Students and faculty members are registered in online learning platforms like SWAYAM.
Increasing Greenery	During this academic year several plantation were made to increase greenery in the college during the academic year 2020-2021.
To attend Seminars/ Workshops.	Motivating the teachers to participate in seminars and workshops were attend during the academic year 2020-21.
Uplifitment of slow learners through remedial and bridge courses.	Remedial Classes were conducted to slow learners of students on regular basis.
To extend support to the Students for participating cocurricular and Extracurricular activities.	Students were encouraged to participate in various competitions, seminars.
Improving Class room teaching by use of Modern audio-visual teaching aids.	Modern tools such as Zoom app & Google Meet are extensively used.

13.Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

Name	Date of meeting(s)
College Development Committee	25/07/2022

14.Whether institutional data submitted to AISHE

Part A

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• Type of Institution	**Co-education**
• Location	**Rural**
• Financial Status	**Self-financing**
• Name of the Affiliating University	**Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon**

• Name of the IQAC Coordinator	**Dr Prashant Pandit Bornare**
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8.Whether composition of IQAC as per latest NAAC guidelines	**No**	
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• Were the minutes of IQAC meeting(s) and compliance to the decisions have	**Yes**

been uploaded on the institutional website?		
• If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**	
• If yes, mention the amount	**0**	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

All the staff are encouraged to attend seminars, workshops, conferences etc. so faculty attended conferences and seminars during this academic year. Students are also encouraged to undertake student study projects. Moving teaching learning and all academics activities on online. IQAC has done the Faculty, Students feedback analysis. Organized FDP programs of Teaching and Non Teaching Staff..

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- Name of the statutory body

Name	Date of meeting(s)
College Development Committee	25/07/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022	05/12/2022

15.Multidisciplinary / interdisciplinary

"VISION"
"To develop The
Institute As Center For
Excellence In Management
Education &Research"

"Mission"
To Promote High Quality
Education,Training
And Research At Affordable
Cost For The Upliftment Students
Living In Rural Areas

16.Academic bank of credits (ABC):

Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving colleges or universities. There will be "multiple exits" & "multiple entries" points during the higher education tenure & credits will be transferred through the ABC seamlessly.

ABC can be considered as an authentic reference to check the credit record of any student at any given point in time. Thus, the concept of ABC is fuel to boost the efficiency of faculty and help students embrace a multi-disciplinary educational approach. The idea is to make students "skillful professionals" and help their overall growth.

17.Skill development:

Acquiring the ability or capacity through sustained and systematic efforts, in order to carry out complex activities or job functions smoothly and adaptively, is termed skills development. In simple terms, identifying the skills gap and making efforts to improve them is known as skills development.

Although skills development and how to develop your skills is a big topic to cover, it is further divided into three categories; cognitive, technical, and interpersonal skills. Skills development can also be explained as a form of instruction where through repeated and detailed experiences, knowledge is being learned. Honing and improving skills becomes easy when we move forward step by step.

1. Identification Of Skill Gaps

The very first stage of developing skills is identifying where you lack them and what skills you really need to learn. People out there sometimes get attracted to what others are learning and keep switching from learning one skill to another. This merely is a waste of resources. Identifying your skill gap and working on skills development and how to develop your skills can not only help you utilize your resources effectively and efficiently, but can also keep you focused on your goal.

2. Start With Core Skills

Having done the identification, divide the required skills into two subcategories, as core skills and secondary skills. Core skills are the main skills that have a direct impact on your goal. Sometimes these skills are also referred to as the "area of expertise." On the other hand, secondary skills have the least direct impact on your goal but still contribute to your success and achievements.

Let's assume you want to be a motivational speaker. Then your core skills would be public speaking, socio-emotional intelligence, motivating techniques, etc. Also in order for you to stand out in the market, you need to be handy with using computer programs and web applications, social media and content marketing, etc. [5].

3. Find A Mentor

Finding a mentor is always an essential step in gaining knowledge. A professional mentor is somebody who has already experienced all the hardships you are about to face. They must be knowing what skills development is and how to develop their skills. But what if you cannot find a mentor? Well, in that case, you can look for [virtual mentors](). Joining an online course through distance learning platforms is also fruitful.

4. Make Checkpoints

Sometimes learning a skill takes more time than usual. Also, you may get stuck or get frustrated since you cannot see what you have achieved or learned. You can be updated with what you have gained and how much knowledge is left for you to learn, by making a checklist. Checkpoints help you with the steps you have completed and keep you aware of your progress.

Do not forget to put some measuring tests in between the steps while you make your checklist. It has been noticed that after finishing your learning phase, you may forget some crucial parts. Also, you need to be aware of where you are still lacking. Taking some tests as one of the steps in your learning can be helpful.

5. Keep Honing Your Skills

See, the world is not only changing every moment but it is evolving. When you keep an eye on the changes happening all across the world, you understand and realize the need for an update in your skills. We call it honing your skills. With the passing of time everything, including skills, gets old. For instance, the SEO tricks that used to work a few years back are not useful these days. So a perfectionist is one who keeps honing their skills.

We all faculties members particapting in a National Conference Program on National Education Policy 2020.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

A civilisation is the expression of a culture in the form of behaviour and societal system. In order to share our understanding, feelings and thoughts, various means of communication have been used such as – language, literature, song, dance, drama, painting, sculpture… To materialise this culture in terms of behaviour and system, different forms have been developed such as science, technology, architecture, modes of production, transportation, exchange, modes of education…

Holistic and Humane Knowledge System

A knowledge system which ensures right understanding and clarity of living in harmony at all levels of human existence can be called a holistic and humane knowledge system Many cultures and civilisations over millennia have tried to evolve such knowledge systems

The Indian culture and civilisation is one such example How a culture, civilisation develops and is propagated generation after generation depends on its education-sanskar, its knowledge system.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

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

20.Distance education/online education:

As you understand what online learning and distance education are, let's find the difference between online and distance learning.

1. Availability

One of the first factors creating a difference between online learning & distance education is availability. Online learning courses have gained a lot of popularity in the past 4-5 years. It is like an extended and broader version of picking up recipes, searching for certain topics for your exam the next day or finding out hacks and codes for certain things from YouTube. Online learning courses come with micro educational videos opportunistically identified the market for online training and bombarded the market with such courses usually for a duration varying between a few hours to 2 weeks. As a result, you can find

online learning courses or online certification courses in almost every skill and domain that are possibly teachable or learnable and relevant for self-development and personal growth.

2. Interaction

This is another factor creating a difference between online learning & distance education. If we compare the level or extent of interaction between the mentor and mentee in distance education courses and online learning courses, we will be able to identify major differences. In the former, the interaction between the professors and teachers of the curriculum or subject opted for is minimal to nil as this method intends for students to self-study and learn through study materials. There might be a basic option of contacting the teachers in case of queries, however, it is not a major feature or characteristic of distance learning. Online learning varies from this notion in this context. Firstly, online learning courses are a recorded version of teaching with real virtual lectures instead of just study material or notes. Secondly, when courses are uploaded by trainers online on a portal or website, they usually offer live communication through comments, direct reach and other social media interactions such as Facebook groups and networks. They provide full assistance in regard to their courses even after years of publishing them.

3. Duration

Another difference between online learning & distance education is the time duration taken by distance education courses and online learning courses. The time for a distance bachelor's degree will naturally be much more than any online learning.

4. Scope

Another difference between distance learning and online learning is Scope. Distance education course or diplomas are usually concluded with a degree/diploma certificate recognized, approved or offered by some validated government bodies. These certificates qualify students in their distinguished skills by the government. On the contrary, online learning courses might or might not be issuing certifications from an authoritative or relevant body i.e., it is mostly signed and provided by the trainer and the portal or online platforms which have published it. In case of more recognition, the maximum a certificate on the completion of an online course offers is that the course is

provided by a university, which might be government recognized. So, online learning in no aspect makes a student more qualified or acclaim any seniority from the previous level of education they have.

5. Intention

The intention behind enrolling oneself in a graduate distance learning program will be entirely different from those registering themselves for online learning courses. A correspondence course will qualify a person for a higher or a different level of education just like any masters or bachelor's degree or diploma which is usually done to opt for a senior position or intended to be applicable for job growth and an increase in pay. Sometimes, people who wish to become professors and researchers and be identified as doctors might not be able to afford a continuous education journey so they might go for working alongside their masters or a PhD program to support their studies.

The intent behind a person learning through online platforms is usually to either apply for entry-level jobs that might earn them some extra income or self-develop by learning skills such as kitchen gardening to grow organic products for regular consumption or any other relevant niche. Those looking for a serious and valid upgrade in their knowledge will choose distance learning over those looking to enhance their pre-existent skills or are amateurs in their fields. This difference between online learning & distance education will be helpful for those who always get confused between these two education formats when they apply for a course.

6. Location

In online learning, students can be together in one place via a virtual classroom where an instructor is present with them while working through their digital lessons and assessments. When using distance learning, candidates work online or at home after the teacher assigns work and checks it digitally. In eLearning, there is virtual proximity between the teacher and student which makes it more interactive and similar to any regular classroom discussion. Even though both have similar distance and geographical limitations, the students tutor themselves and not by virtual lectures of a teacher in distance learning.

7. Cost Considerations

This is another important factor making a difference between online learning & distance education. Fairly as the value and worthiness of distance education courses are much more than online learning courses, the former is relatively more expensive than the later. Distant programs cost slightly lower or at least half of the original full-time courses offered by universities. Online learning courses or online certification courses, on the other hand, start from as low as Rs. 300 per course. The idea behind online certification courses is to provide as many courses as possible to expand your knowledge and ideas or concepts. For example, a graphic designer can do hundreds of graphic design online courses even in the same and repetitive concepts to widen and strengthen their grip on their knowledge. A distance learning student, however, is spending much longer time gaining deep, practical, professional and more academic command over their subjects.

8. Target Clientele

The target clients is one of the most crucial factors creating a difference between distance learning and online learning. The target clientele of distance education courses is obviously much narrower than that of online learning courses. This is mainly because distance education courses cost more, so people give it a thought before applying, while online certification courses are usually done by those looking for an improvement in their current stature, salary or job profile. People will not do a distance program just for fun or to fill in their extra time with some productivity or additional knowledge. Online learning courses nevertheless are of a lighter approach and a broader spectrum of the target audience which can be from a 5-year-old learning Block building to 80-year-old learning to knit.

The intensity, relevance and requirement of both these options are different. People from teenagers to middle-aged seniors are the majority clientele of distant learning education given that there is no limitation from the university in terms of eligibility criteria which is absolutely insignificant in an online course.

9. Feedback

If you are looking to understand the difference between online and distance learning, you cannot ignore feedback. Distance education courses are a two-way process i.e., it is an education system where a student applies for a degree/diploma, get

selected, receives necessary study material, studies for the duration of the course and appears for an examination at the end of the semester or whatever time where he/she receives the certification only when he/she qualifies in their tests. In case of failing, they might need to reappear which is why it is more valuable, considerable and expensive. In online learning courses, the requirement is just to complete a course by watching all the lectures. Students do not require to sit for an exam or showcase their learning. The maximum requirement could be for them to submit projects that they made during class.

10. Relevance

This is another crucial factor creating a difference between online learning & distance education. A distance learning bachelor's degree is as relevant as any other full time or part-time degree from a recognized university. It will not be different or less valuable in terms of value to the employers, authorities or government, but the basic logic indicates that yes, they do lack the essence of classroom learning and first-hand tuition from a qualified, knowledgeable and experienced professional. In online learning courses, there is a variety of options in terms of relevance and that depends on the value of the certificate provided, the experience level and qualification of the trainer, the reputation and accreditation of the authority or platform where the course is published.

Extended Profile

1.Programme

1.1   **1**

Number of courses offered by the institution across all programs during the year

File Description	Documents
Data Template	[View File](#)

2.Student

2.1   **125**

Number of students during the year

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2   **118**

Number of seats earmarked for reserved category as per GOI/
State Govt. rule during the year

File Description	Documents
Data Template	View File

2.3   **65**

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1   **9**

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2   **6**

Number of sanctioned posts during the year

Extended Profile

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1.1	**1**
Number of courses offered by the institution across all programs during the year	

File Description	Documents
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2.1	**125**
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Data Template	View File

3.Academic

3.1	**9**
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.2 Number of sanctioned posts during the year	6

File Description	Documents
Data Template	<u>View File</u>

4.Institution

4.1 Total number of Classrooms and Seminar halls	6
4.2 Total expenditure excluding salary during the year (INR in lakhs)	900000
4.3 Total number of computers on campus for academic purposes	20

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

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

Time-table is displayed on notice boards of every classroom and students notice board. After the allocation of subjects to faculty, course file of each subject is prepared consisting of

lesson plan. It also contains the assignments, old question papers, sample solutions of university question papers, lecture notes, etc.

This lesson plan is duly approved by the Director of institute. Director maintains a monthly monitoring report on course coverage, student attendance and assignment provided for every subject. Remedial classes are conducted for weak students in mathematical/conceptual subjects

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	NIL

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

1.1.2

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

Answer:

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subject. Remedial classes are conducted for weak students in mathematical/conceptual subjects.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	[NIL](#)

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

B. Any 3 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View File](#)
Any additional information	**No File Uploaded**

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

1

File Description	Documents
Any additional information	**No File Uploaded**
Minutes of relevant Academic Council/ BOS meetings	**No File Uploaded**
Institutional data in prescribed format (Data Template)	[View File](#)

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

`00`

File Description	Documents
Any additional information	**No File Uploaded**
Brochure or any other document relating to Add on /Certificate programs	**No File Uploaded**
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

`00`

File Description	Documents
Any additional information	**No File Uploaded**
Details of the students enrolled in Subjects related to certificate/Add-on programs	**No File Uploaded**

1.3 - Curriculum Enrichment

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

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Mission of Institute

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

Vision of Institute

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

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

1. Professional Ethics: - Being an engineering institute, inherently students acquire professional ethics through the institute environment and culture. As part of programme curriculum, topics related to professional ethics are included in the syllabus like Organizational Behaviour, project management etc. Experiential learning through industrial visit and participative learning through expert lectures also imbibes professional ethics.

2. Gender Equality: - Though the institute is co-education, for gender equity the institute has constituted "Women Grievance Redressal and Anti Ragging Committee". In order to make everyone aware of gender equity, the committee organizes various activities such as women rights and security, Women Empowerment, health and hygiene, social awareness, usage of social media etc. Meetings of the committee members are conducted regularly and various points are discussed to provide better environment for the women. The institute has ragging free environment.

File Description	Documents
Any additional information	[View File](#)
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	**No File Uploaded**

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

1

File Description	Documents
Any additional information	**No File Uploaded**
Programme / Curriculum/ Syllabus of the courses	**No File Uploaded**
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	**No File Uploaded**
MoU's with relevant organizations for these courses, if any	**No File Uploaded**
Institutional Data in Prescribed Format	[View File](#)

1.3.3 - Number of students undertaking project work/field work/ internships

65

File Description	Documents
Any additional information	**No File Uploaded**
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	[View File](#)

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

File Description	Documents
URL for stakeholder feedback report	[NIL](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	**No File Uploaded**
Any additional information	**No File Uploaded**

1.4.2 - Feedback process of the Institution may be classified as follows   **D. Feedback collected**

File Description	Documents
Upload any additional information	**No File Uploaded**
URL for feedback report	[NIL](NIL)

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

125

File Description	Documents
Any additional information	**No File Uploaded**
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

82

File Description	Documents
Any additional information	**No File Uploaded**
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

2.2.1 The institution assesses the learning levels of the students and organises special

Programmes for advanced learners and slow learners

Answer:

The institute conducts the assessment of learning levels for the students based on their performance in the previous examination. For newly admitted students at the first year MBA the performance in graduation is considered. And thereafter the assessment is based on the performance in the previous semester University Examination. Criteria are also used for the newly admitted students at the first year MBA.

Students securing more than 7.0 SGPA in the previous semester university examination are identified as advanced learners and less than 4.0 are identified as slow learners. Same criteria are used for successive semesters over the two years MBA course to identify advanced learners and slow learners.

In addition to this the Teacher – Student interaction under Teacher – Guardian scheme (mentoring) also helps to assess& cater their needs. The institution organizes Induction program for three weeks as per the university curriculum for the newly admitted students. The program includes physical activities, creative arts, yoga & meditation, universal human values, lectures by eminent people, familiarization to department & branch etc.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
125	10

File Description	Documents
Any additional information	View File

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

2.3.1

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

Answer:

The institute is affiliated to K.B.C. North Maharashtra University, Jalgaon (M.S.) and follows the syllabus of the university. The University has made provision in structure of all programmes to give students experiential and participative learning experience.

Instead of teacher-centric conventional teaching methods, the institution strongly believes that student-centric learning methods enhance the lifelong learning skills of students. Hence the institute has adopted the below-mentioned student-centric methods.

Experiential learning methodology:

1 Computer practical sessions

2 Field work

3 Internship

4 Project Development

5 Industry Visits / Site Visits

6 Case Studies

7 Training & Workshop

Participative learning methodology:

1 Paper Presentation / Project Competitions

2 Group Discussion

3 Industrial Visits

4 Co-curricular / Extra Curricular Activities

5 Student Chapter / Club Activities

Problem solving methodology:

1 Quiz

2 Peer group Teaching

3 Special Assignments

File Description	Documents
Upload any additional information	[View File](#)
Link for additional information	NIL

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

2.3.2

Teachers use ICT enabled tools for effective teaching-learning process.

Answer:

Information and Communication Technology (ICT) has been an integral part of teaching-learning process in the institute. The institute has made conscious efforts to invest in hardware and to orient the faculty suitably to enrich the learning experiences of students.

The institute has put in place the electronic data management systems and electronic resources and their access to internal and external stakeholders particularly the student community. It includes 100 Mbps Internet lease line, ERP system, MOODLE – Learning Management System, Digital Library, e-books / e-journals, NPTEL Videos, Language Lab etc.

The institute has made all possible efforts to train faculty members on usage of ICT in teaching-learning process during this pandemic. All faculty members have undergone training on Live Classroom Teaching Platforms & Tools, video editing, conducting online Internal Sessional Examination (ISE), MOODLE – Learning Management System etc. The faculty members also have attended

online FDP / STTP on recent technologies with an objective not only to learn recent technologies but also to learn delivery methodology followed by resource persons.

File Description	Documents
Upload any additional information	**No File Uploaded**
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

13

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	**No File Uploaded**
Circulars pertaining to assigning mentors to mentees	**No File Uploaded**
Mentor/mentee ratio	**No File Uploaded**

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

10

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

02

File Description	Documents
Any additional information	**No File Uploaded**
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	[View File]

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

10

File Description	Documents
Any additional information	**No File Uploaded**
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	[View File]

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

2.5.1

Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Answer:

The institute is affiliated to K.B.C. North Maharashtra University, Jalgaon (M.S.) and follows the syllabus of the university. As part of syllabus, the internal assessment of students includes Internal Sessional Examination (ISE) for theory subjects and Internal Continuous Assessment (ICA) for practical & project.

In each term, Three ISEs, each of 20 marks, are conducted as per the academic calendar of the institute, and best Twos considered as ISE marks in the respective subject. The evaluated ISE answer papers are shared with students as apart of transparency.

Evaluation of ICA for practical is done on the basis of Attendance (A), Performance (P), Journal (J), and Viva (V). The assessment of ICA for Project is as per guidelines given in the syllabus that includes students' performance, active participation, knowledge / skill acquired throughout semester and presentation by the students.

As a part of transparency, grades of ICA and marks of ISE are notified time to time to the students by displaying on the notice board and through WhatsApp.

File Description	Documents
Any additional information	View File
Link for additional information	NIL

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

2.5.2

Mechanism to deal with internal/external examination related grievances is transparent, time- bound and efficient

Answer:

As an affiliating institute, the institute follows syllabus and curriculum of K.B.C. North Maharashtra University, Jalgaon (M.S.). As part syllabus, the internal assessment of students includes Internal Sessional Examination (ISE) for theory subjects and Internal Continuous Assessment (ICA) for practical & project.

Grievance regarding the internal assessment is taken care of by the respective Departments. In case of redressal of grievances, the students can meet subject teacher / Mentor for clarification. More particularly during the

COVID – 19 pandemics, the students communicated with subject teacher / Mentor through phone / WhatsApp for any grievances.

As per internal examination grievance policy of the institute, the students can meet subject teacher / Mentor for clarification within FOUR days of publication on the concerned department notice board for grievance related to the internal assessment.

University has a well-defined mechanism for redressal of grievances with reference to evaluation. The mechanism has the provision for the students to apply for verification of marks and photocopy of answer books. Further, the student may also challenge the evaluation. Moreover, student's grievances related to declaration of pending results are forwarded through Director.

File Description	Documents
Any additional information	View File
Link for additional information	NIL

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

2.6.1

Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Answer:

The institute is very much keen on the learning outcomes which are specifications of what a student should be capable of doing on successful completion of a course and/or a programme.

The institute is affiliated to K.B.C. North Maharashtra University, Jalgaon (M.S.) and follows the syllabus of the university. All courses in the syllabus of the curriculum have well defined Course Outcomes. In aligned with the same the Institute has clearly stated Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Each CO is mapped to PO and PSO in terms of their correlation.

The following mechanism is followed by the institute to communicate/disseminate outcomes to the teachers and students

1 Vision-Mission, Program Educational Objectives (PEOs), POs, PSOs of the Programmes offered by the institute are uploaded in the institute website (https://sscoetjalgaon.ac.in/) and also displayed at the prominent locations.

2 The syllabus of all programmes is made available on the institute website which includes the COs of various courses of the curriculum.

3 COs of theory subjects are made aware to the students by the concerned faculty member at the beginning of every semester.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for Additional information	NIL
Upload COs for all Programmes (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

2.6.2

Attainment of programme outcomes and course outcomes are evaluated by the Institution.

Answer:

The institute has practice of measuring the level of attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) as per the syllabus by K.B.C.North Maharashtra University, Jalgaon(M.S.). Broadly the tools used for the assessment of POs & PSOs involve CO attainment through university results.

In every semester, CO attainment is evaluated based on the University results. The syllabus has University Assessment, known as End Semester Examination (ESE) for theory and practical, and College Assessment, known as Internal Continuous Assessment (ICA) for practical and Internal Sessional Examination (ISE) for theory.

The University assessment contributes 60% and college assessment contributes 40% towards the attainment of CO for each subject (Theory and Practical). For each subject, the CO attainment level, i.e. Level – 1, Level – 2, Level – 3, is calculated based on the percentage of students scoring more than University average mark in the ESE and percentage of students scoring more than college average marks in the ISE / ICA respectively. Level – 1 is defined as 30%, Level- 2 is defined as between 31% to 60% and Level- 3 is defined as above 60%.

Based on the mapping of COs with POs and PSOs, the respective CO attainment contributes to the attainment of PO sand PSOs as direct assessment tool. Attainment of POs and PSOs are calculated for each batch at their end of programme.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	NIL

2.6.3 - Pass percentage of Students during the year

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

45

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	NIL

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

NIL

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

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

`00`

File Description	Documents
Any additional information	**No File Uploaded**
e-copies of the grant award letters for sponsored research projects /endowments	**No File Uploaded**
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

`01`

File Description	Documents
Any additional information	**No File Uploaded**
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

`0`

File Description	Documents
List of research projects and funding details (Data Template)	[View File](#)
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	**No File Uploaded**
Paste link to funding agency website	[NIL](#)

3.2 - Innovation Ecosystem

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

3.2.1

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

Answer:

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

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

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

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	[NIL](#)

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

01

File Description	Documents
Report of the event	**No File Uploaded**
Any additional information	**No File Uploaded**
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

2

File Description	Documents
URL to the research page on HEI website	NIL
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	**No File Uploaded**

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

03

File Description	Documents
Any additional information	**No File Uploaded**
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

00

File Description	Documents
Any additional information	**No File Uploaded**
List books and chapters edited volumes/ books published (Data Template)	[View File](#)

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

3.4.1

Extension activities are carried out in the neighbourhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Answer:

The Institute's mission statement explicitly mentions "To promote high quality education, training and research at affordable cost for the upliftment students living I n rural areas". The entire curriculums of the courses have been skilfully amalgamated with the co-curricular and extracurricular activities to train students for societal service also. There are several societal services activities undertaken by the institute at the central level as well as at the departmental level. A summary report of such activities is presented here:

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

2 Clothe Donation: Students collect old clothes and distribute them in slum localities, spreading some warmth in the people

lives.

3 Cleanliness Drive: To aware students about the importance of cleanliness and physical work, cleanliness drives are organized in the campus. Students and Staff members do cleaning work. A Clean Room competition on the occasion of Gandhi Jayanti is also organized every year for resident students.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

00

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	No File Uploaded

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

01

File Description	Documents
Reports of the event organized	**No File Uploaded**
Any additional information	**No File Uploaded**
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	[View File](#)

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

55

File Description	Documents
Report of the event	**No File Uploaded**
Any additional information	**No File Uploaded**
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	[View File](#)

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

65

File Description	Documents
e-copies of related Document	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of Collaborative activities with institutions/industries for research, Faculty	[View File](#)

3.5.2 - Number of functional MoUs with institutions, other universities, industries,

corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

5

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	[View File](#)

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

4.1.1 Physical Facilities

4.1.1

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

Answer:

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

Being one of the most preferable learning institutes in this region, the institute has never compromised with infrastructural facilities be it buildings, laboratories, library, equipment, computers, software, books and other learning resources. The campus is lush green, spread over 1acres area and located on the

bank of river 'Waghur'. As a learning institute, the institute has adequate infrastructure such as classrooms, drawing halls, seminar halls, library, computer centre, workshop, hostels, canteens, indoor as well outdoor sports facilities, gymnasium, yoga hall etc'

1 Classrooms and Tutorial Rooms:

Each classroom is specifically designed in spacious and proper shape with comfortable sitting arrangement for effective communication between teacher and students. Students are divided into smaller groups and the activities are carried out in tutorial rooms.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	[NIL](NIL)

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

4.1.2

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

Answer:

The institute believes in holistic development of students and ensures that students acquire all the required graduate attributes upon completion of the programme. For every academic year, the institute makes provision for extra-curricular activities in its academic calendar that balances between curricular, co-curricular and extra-curricular activities for the all-round development of students. The facilities are made available to all students to participate at various levels in sports and cultural activities.

The institute has constituted sports committee that includes Physical Director to plan and execute sports activities for the students. Meetings of sports committee members are conducted regularly to discuss issues related to smooth conduction of events. The institute sanctions budget for various sports

events.

All possible efforts and necessary facilities are made available to ensure students participation not only at institute level but also at university level, Zonal level and State level. The institute organizes annual sports during second term of every academic year and the winners are felicitated by giving certificates and trophies.

1 Indoor Games and Outdoor Games:

The playground has facilities for various sports like Cricket, Volleyball, Football, Kabaddi, Kho- Kho etc. The institute has separate facility for various indoor games like Chess, Table tennis, Carom, Badminton, etc. Indoor games facility such as carom, chess and badminton are also provided.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	NIL

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

04

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	NIL
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

1587381.41

File Description	Documents
Upload any additional information	**No File Uploaded**
Upload audited utilization statements	**No File Uploaded**
Upload Details of budget allocation, excluding salary during the year (Data Template	[View File](#)

4.2 - Library as a Learning Resource

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

4.2.1

Library is automated using Integrated Library Management System (ILMS)

Answer:

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

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

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

1. Acquisition

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

files such as Currency, Vendors, Publishers etc.

2. Catalogue

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

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	NIL

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

C. Any 2 of the above

File Description	Documents
Upload any additional information	No File Uploaded
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

3600

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

135

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	No File Uploaded

4.3 - IT Infrastructure

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

4.3.1

Institution frequently updates its IT facilities including Wi-Fi

Answer:

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

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

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

IT infrastructure of the institution is upgraded from time to time to deliver the best computational IT infrastructure to the

students. In addition to this, there are fire extinguishers and Camera surveillance equipment for safety purpose and overall management

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	[NIL](#)

4.3.2 - Number of Computers

43

File Description	Documents
Upload any additional information	**No File Uploaded**
List of Computers	**No File Uploaded**

4.3.3 - Bandwidth of internet connection in the Institution   A. ? 50MBPS

File Description	Documents
Upload any additional Information	**No File Uploaded**
Details of available bandwidth of internet connection in the Institution	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

1587381.41

File Description	Documents
Upload any additional information	**No File Uploaded**
Audited statements of accounts	**No File Uploaded**
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View File](#)

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.

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.

Answer:

The institute has a state of art infrastructural facility that provides conducive environment not only for students learning but also for overall development of students. The institute has established systems and procedures for maintenance and utilization of physical, academic and support facilities.

Cleanliness and safety are among the top most priorities of the institute. Cleanliness of the campus and other infrastructural facilities is carried out under the supervision of caretaker. Sweepers/peons carry out cleaning of class rooms, laboratories, departments, library, office, hostels etc. regularly. Institute ensures clean environment by keeping dustbins at every corner and collecting trash regularly.

During pandemic, sanitization being the most important to maintain hygiene, the institute followed all guidelines to prevent COVID – 19 for the safety of students and staff in the campus. Fire safety being another important safety measures, the institute always ensures that the fire extinguishers in the laboratories and other important places in the campus are fully operational.

The institute pays due attention towards maintenance and up keeping of laboratory equipment's. To maximizing equipment uptime the institute follows preventive maintenance and

corrective maintenance strategy. And sole responsibility of such maintenance lies on the technical staff / lab assistants. Log books / maintenance registers are maintained that reflects the usage and maintenance history of the equipment's.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	[NIL](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

105

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	[View File](#)

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

105

File Description	Documents
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	[View File](#)

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to Institutional website	[NIL](#)
Any additional information	**No File Uploaded**
Details of capability building and skills enhancement initiatives (Data Template)	[View File](#)

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

85

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

85

File Description	Documents
Any additional information	**No File Uploaded**
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	[View File](#)

5.1.5 - The Institution has a transparent mechanism for timely redressal of student

A. All of the above

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of student grievances including sexual harassment and ragging cases	**No File Uploaded**

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

`00`

File Description	Documents
Self-attested list of students placed	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of student placement during the year (Data Template)	<u>View File</u>

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

`00`

File Description	Documents
Upload supporting data for student/alumni	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of student progression to higher education	[View File](#)

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

00

File Description	Documents
Upload supporting data for the same	**No File Uploaded**
Any additional information	**No File Uploaded**
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	[View File](#)

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

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

00

File Description	Documents
e-copies of award letters and certificates	**No File Uploaded**
Any additional information	**No File Uploaded**
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	[View File](#)

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students' representation on various bodies as per established processes and norms)

Answer:

Institute is committed towards holistic development of students and offer avenues to improve self-confidence by practicing important habits like time management, problem solving, leadership, etc as per the established processes &norms set by Kavayitri Bahinabai Chaudhari North Maharashtra University (KBC NMU), State and Central Government Authorities.

Student Council election procedure for the academic year 2017-18 carried out as per the guidelines of Director, Student's Welfare, KBC NMU Jalgaon.

Students are encouraged to actively participate at various administrative levels through their representation in Internal Quality Assurance Cell, Grievance Redressal Committee and Anti Ragging Committee for contributing towards development of Institute and Society.

The students in the role of coordinator's, committee members, and representatives at institute level committees like Sports, Cultural, and National Social Service are keys to empower the budding professionals.

The Social welfare/ awareness program, Blood Donation Camps, Tree Plantation, etc. impart values like societal development and Expert Lectures, Workshops, Seminars, Project Exhibition, Paper & Poster Presentation help the students to apply academic skills in the real-world context.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

7

File Description	Documents
Report of the event	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	**No File Uploaded**

5.4 - Alumni Engagement

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

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

The Alumni Association acts as a link between the "Alma Mater" and the "Alumni". It is moving ahead, with selfless intentions for the growth and development of the institute and the students. The association provides a platform for interaction between alumni, present students, faculty of the institute and

institute administration. It has contributed significantly through financial and non-financial means during the last five years to improve the facilities and infrastructure of the college with the help of the active participation of the alumni.

Contribution of the Alumni Association:

1 The Alumni Association has granted free-ship Scholarships, Prizes, Financial assistance, books and stationery to the poor and deserving students, etc. at a personally appropriate level.

2 The Association grants funds to innovative projects to aspiring students and thereby encourages the Research & Development of the institute.

3 Various social welfare and awareness activities organized by the institute such as Swatcha Bharat Abhiyan, Tree plantation, Blood Donation Camp, Free Medical and eye test camp, Covid Vaccination drive and many more were implemented to create self-reliance among the present students and especially the poor and the needy.

4 They have provided career and vocational guidance for professional and career development.

5 The members of the Association get every type of possible assistance.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

5.4.2 - Alumni contribution during the year   E. <1Lakhs (INR in Lakhs)

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

6.1.1

The governance of the institution is reflective of and in tune with the vision and mission of the institution

Answer:

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

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

In line with objectives of Institute of Management and Science Sakegaon established in 2012 to impart education. Since inception, the institute has carried the flame of quality education in this region and is reflective in the number of students admitted.

The Governing Body (GB), constituted as per AICTE guidelines, is the apex body of the institute and decisions taken by the body are in tune with Vision and Mission. Various decisions, may it be related to infrastructure, human resources, facilities, taken by the GB have been progressive in imparting quality education for societal development.

As part of mission of the institute, the institute believes in conducive environment through due representation of stakeholders at various levels of governance. The institute has constituted College Development Committee (CDC) as per the guidelines of university.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

6.1.2 - The effective leadership is visible in various

institutional practices such as decentralization and
participative management.

Answer:

Effective leadership is essential for the growth and development
of any organization. The institute has very dynamic and
effective leadership in the form of management. Under their able
guidance, the institute has grown by leaps and bounds. As
decentralization and participative management, the institute has
Governing Body (GB), College Development Committee (CDC)and
Director.

The GB and CDC are constituted in accordance with the guidelines
of AICTE. These bodies, Directors play pivotal role to
accomplish the Vision and Mission of the institute. Regular
meetings of these members are held for effective and smooth
functioning of the institute. Principal being the leader of the
institute not only provides the direction but also instrumental
for consultative decision making.

Regular meetings and consultative-decision-making give thrust to
the growth of institute. Further, Assistant Registrar (Finance)
and Registrar of the institute are also involved in the
consultative decision making for the effective and smooth
functioning. Institute is also having various feedback
mechanisms through which stakeholders can participate and can
share their views, ideas, opinions or suggestions.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

6.2.1 - The institutional Strategic/ perspective plan is
effectively deployed

On Grid PV Solar Rooftop Power Plant

In present times, the world has been adopting renewable power at
a rapid rate. India is also emerging in the global arena as a

leading generator of renewable energy. In its efforts to move further towards sustainable development. The primary objective for deploying renewable energy is to advance economic development, improve energy security, improve access to energy, and mitigate climate change.

One of the biggest advantages of rooftop solar panels is that they can be installed on any type of roof. So, it doesn't need to vacate a land or invest in buying additional land to setup rooftop solar panels. Furthermore, the panels offer protection to the roof of the building in which they are in process.

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

File Description	Documents
Strategic Plan and deployment documents on the website	**No File Uploaded**
Paste link for additional information	NIL
Upload any additional information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Governing Body (GB):

- GB of the institute is constituted as recommended by AICTE's Approval Process Handbook. Its chairman is nominated by the Trust. GB is collectively responsible for overseeing the institution's activities and determining its future direction and fostering an environment in which the institutional vision & mission is achieved.

College Development Committee (CDC):

College Development Committee is constituted as per section

97(1) of Maharashtra Public University Act, 2016. The CDC shall be responsible for Preparation of overall comprehensive development plan of the institute regarding academic, administrative and Infrastructural growth.

Director:

The Director is a Head of Institute. He acts as the Member Secretary of Governing Body and College Development Committee.

The Major responsibilities of Director are as follows:

(1) Academic growth of the institute.

(2) Participation in the teaching work, research, and training programmes of the institute.

(3) Assisting in planning and implementation of academic programmes.

(4) Any other work relating to the institute as may be assigned to him by the Competent Authority from time to time.

File Description	Documents
Paste link for additional information	NIL
Link to Organogram of the institution webpage	NIL
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

D. Any 1 of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	**No File Uploaded**
Screen shots of user inter faces	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	[View File](#)

6.3 - Faculty Empowerment Strategies

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

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

1) Welfare schemes for Teaching staff: -

1 Sponsorship Fee Reimbursement for STTP/Workshop/Paper Publication etc.: -

The institute encourages its teachers in acquiring the latest skills by deputing them for various programs/conferences and reimbursing the registration fees.

2 Leaves for Higher studies: -

In order to keep pace with the latest trends in education the institute encourages the teachers by providing special leaves to pursue higher studies.

3 Empowering teachers with personal computation facility: -

The institute provides Desktops & Wi-fi to every faculty and encourages them to use modern teaching aids to improve productivity.

2) Welfare schemes for Non-Teaching Staff

1 Special training, such us Work ethics and Computer Skills, to enhance productivity

2 Encashment of Earned Leave: -

The Earned Leave is encashed to non-teaching staff upon their retirement.

3 Salary Advance: -

The institute provides Salary advance in case of need.

3) General welfare schemes for all staff.

1 Leaves: -

The institute provides leaves to facilitate all it employees such as Casual Leave, Special Leave, Maternity Leave, Medical Leave & Earned Leave.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

05

File Description	Documents
Upload any additional information	**No File Uploaded**
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

01

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

5

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

Answer:

Institute has designed performance appraisal form to capture and evaluate performance of the Teaching and Nonteaching Staff. The Institute believes that, an effective performance appraisal system is important for optimizing the contribution of individual teaching and non-teaching staff. It aims at self-growth in terms of both personal and professional development of the employee which directly impacts the success of the students.

The performance appraisal system is based on stipulated criteria and parameters that are to be fulfilled. The performance appraisal is being assessed annually based on the submission of 360 Feedback form by teaching staff and Evaluation form by nonteaching staff on various indexed parameters.

A Teaching Staff

1 Individual details

2 Teaching Process

3 Students feedback

4 Departmental activities

5 Institutional activities

6 Contribution to Society

7 Faculty participation in academic staff college orientation / refresher Course / National / International Conference / workshop attended during the year

8 Published papers in Journals / Conferences

9 Published Books as Reference / Text Book

10 Research Projects (UGC / DST / AICTE etc)

11 Research Guidance (Ph.D.) which includes Number of candidates completed Ph.D. and Number of candidates pursuing Ph.D.

File Description	Documents
Paste link for additional information	[NIL](NIL)
Upload any additional information	[View File](View%20File)

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

External Audit

:

Financial Planning and Management is the foresight of the Institute. The institute has a robust Financial Management System. The Institute conducts regular audit by the authorized and recognized auditors. It may be noted that the state government pay the scholarship / free ship fees (through reimbursement) of all eligible students admitted in the institute. Thus, the receipts are very transparent and known.

All the expenditure incurred by the institute is maintained by the Accounts Section and duly submits to the auditor for verification. The institute maintains books of accounts on daily basis. The auditor audits the accounts on quarterly basis. The TDS is deducted and quarterly TDS returns are submitted. The institute also pays GST regularly and submits the monthly returns within time prescribed under GST Act. At the end of every quarter, the quarterly financial report is compared with previous year quarter and also with the budget prepared, and accordingly variance, if any, reported to the management.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

00

File Description	Documents
Annual statements of accounts	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Institute has framed mechanism to monitor effective and efficient use of available financial resources for optimal utilization of resources.

The institute implements academic and non-academic reforms within their self-conceived development programs that focus on quality and relevance, resource mobilization greater institutional autonomy with accountability, research and equity. The receipts primarily are generated through the fees paid by students. The Institute has well-defined mechanism to examine effective utilization of available financial resources for the development of the academic processes and infrastructure development.

Every year the institutional budget is prepared by account section after studying estimated income & essential requirement

of Institute and discussing with Principal and Finance committee members in to consideration of recurring and non- recurring expenditures. Accordingly, all the administrative and academic heads are requested to submit the budget required for the subsequent financial year. Along with this all coordinators of different cells, viz., T&P Cell, R&D Cell, Student Cultural Activity Cell etc are also instructed to submit their budge through the Director.

All the major financial decisions are taken by the Trustee's Governing Body (GB) and College Development Committee (CDC).

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

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

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

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

1.Result Benchmark and Analysis

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

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

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

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

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

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 and recorded the incremental improvement in various activities

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 and recorded the incremental improvement in various activities

1. Skill Enhancement Training Programme and Introduction of Career Oriented Certificate Courses

With an objective of overall development of students to enhance their skill sets and to make them employable, IQAC Cell emphasized to organize various training programmes. Accordingly, a committee comprising three faculty members is constituted under Training and Placement Cell of the institute.

The committee had organized skill enhancement training programs of two weeks for MBA students on diversified topics such as Training Programme. Fearless Spoken English, Personality Development. Due to such initiatives, student's skill sets and performance level have improved.

Hence recognizing the importance of Career Oriented Courses and to provide the practical knowledge to students, IQAC proposed to start such courses in every department. Accordingly, Job Oriented Courses suitable for students and framed the syllabus.

2. Digital Education

Digital Education is a technique or method of learning which involves technology and digital devices. This is a new and broad technical sphere which helps any student to attain knowledge and gain information from any corner across the country. It is believed that Digital Education in India is the future of education and learning.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

D. Any 1 of the above

File Description	Documents
Paste web link of Annual reports of Institution	NIL
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

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

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

1 Separate Women's Grievance Redressal Committee is established exclusively to encourage the girl students and the unit is successfully conducting various activities to serve the society.

2 Girl's common rooms are provided in the campus with required facilities. Girl's hostels are provided with dispensary with lady doctor.

3 Separate space is provided for girls in the central library and in the canteen to avoid inconvenience.

4 The girl students are nominated as members of various committees at department, institute levels and the institute encourage their participation in various activities.

5 During orientation programs and other events, awareness is created on gender equity among the students.

6 The institute celebrates Women's Day and presents success stories of famous women to inspire the girl students and to make them understand their potential.

File Description	Documents
Annual gender sensitization action plan	7.1.1 ANNUAL GENDER SENSITIZATION ACTION PLAN 1 Awareness lectures for gender sensitization in every three months. 2 Self-defence training for women employees once in a year. 3 Celebration of women day on every 8th March. 4 Women empowerment day is celebrating once in a year. 5 Talks from experts regarding legal rights. Twice in a year. 6 Awareness regarding facilities available in the campus for women employees, patients and students.
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information Institution shows gender sensitivity in providing facilities such as: 1. Safety and security 1 Safety norms are strictly followed by the college in all respects 2 Monitors the corridors of all floors of the building, classrooms, playground, canteen, laboratories hostel and library. 3 There are 10 security personnel who safeguard the entire campus and hostel. 4 Girl students are highly secured under the existing security system. Total 156 CCTVs are installed at the entrance of the college gate, canteen, parking area, office, corridors of different floors of the College to ensure the safety and security of students and staff. 5 ID cards are issued to the students and staff to prevent the entry of outsiders into the college premises. 2 Counseling: 1 The FIMT college committee has formally constituted a Grievance Redressal and Appraisal Committee That facilitates the redress of grievances fairly and impartially maintaining confidentiality.

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

C. Any 2 of the above

File Description	Documents
Geo tagged Photographs	**No File Uploaded**
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words)

1 Solid waste management:

The institute has maintained a neat and clean ambience by a well-designed and organized solid waste management system. Solid waste is segregated as degradable and non-degradable and are handed over to the concern authorities as a part of Swachh Bharat initiative & clean and green campus. Each block and each

floor are provided with dry waste collecting bins every day and collected, the same is transported to the concerned places and segregate and hand over to concern. It has dust bins installed at suitable locations everywhere.

2 Liquid waste management

Liquid waste is mainly the sewage coming out from hostels, messes, canteens, staff quarters and toilet blocks of the institute. The entire campus has two pipe systems in place. Here, sullage (liquid waste coming out from bathrooms and kitchen) and sewage (liquid waste coming out from latrine) are collected separately.

3 E-waste management:

The E-waste management has been given due focus and all electronic goods are put to optimum use. The old computers are used by the instructor for demonstration purposes in the practical sessions. The ones which are unusable in any manner they are exchanged with new equipment in Exchange offer. UPS Batteries are recharged / repaired /exchanged by the suppliers.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	[View File](#)
Geo tagged photographs of the facilities	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	No File Uploaded
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Geo tagged photos / videos of the facilities	No File Uploaded
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	No File Uploaded

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

B. Any 3 of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to

A. Any 4 or all of the above

classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment   5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen   reading

File Description	Documents
Geo tagged photographs / videos of the facilities	**No File Uploaded**
Policy documents and information brochures on the support to be provided	**No File Uploaded**
Details of the Software procured for providing the assistance	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

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

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

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

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

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

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

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View File](#)
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Answer:

India is a democratic country with many languages, subcultures, religions and ethnic diversities but represents unity in diversity governed and guided by the Constitution irrespective of caste, religion, race sex.

KYDCs College of Management and Science Bhusawal sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties and responsibilities of citizens which enables them to maintain conduct as a responsible citizen.

The institute hoists the flag during national festivals to inspire students and staff by instilling the qualities of freedom fighters and to emphasize the duties and responsibilities of citizens.

The students are inspired by conducting various programs based on culture, traditions, values, duties and responsibilities by inviting outside people. Competitions based on Rangoli and ancient technologies are conducted for students.

For intellectual, mental, physical and spiritual development of the students and staff, the institute conducts yoga, dance and music classes.

Institute establishes policies that reflect core values. Code of conduct is prepared for students and staff and they are encouraged to follow and maintain good conduct.

The institute curriculum is framed with the inclusion of mandatory courses like Constitution of India, Essence of Indian Traditional Knowledge. Three weeks Orientation Programs also carried out as a small step to inculcate constitutional obligations among the students.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	India is a democratic country with many languages, subcultures, religions and ethnic diversities but represents unity in diversity governed and guided by the Constitution irrespective of caste, religion, race sex. KYDCs College of Management and Science Bhusawal sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties and responsibilities of citizens which enables them to maintain conduct as a responsible citizen. The institute hoists the flag during national festivals to inspire students and staff by instilling the qualities of freedom fighters and to emphasize the duties and responsibilities of citizens. The students are inspired by conducting various programs based on culture, traditions, values, duties and responsibilities by inviting outside people. Competitions based on Rangoli and ancient technologies are conducted for students. For intellectual, mental, physical and spiritual development of the students and staff, the institute conducts yoga, dance and music classes. Institute establishes policies that reflect core values. Code of conduct is prepared for students and staff and they are encouraged to follow and maintain good conduct. The institute curriculum is framed with the inclusion of mandatory courses like Constitution of India, Essence of Indian Traditional Knowledge. Three weeks Orientation Programs also carried out as a small step to inculcate constitutional obligations among the students.
Any other relevant information	NIL

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students,   teachers, administrators and other staff   4. Annual awareness programmes on Code of Conduct are organized

B. Any 3 of the above

File Description	Documents
Code of ethics policy document	**No File Uploaded**
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Answer:

In keeping with the Mission and Vision of the institute, that aims to inculcate values and nationalism amongst the students by celebrating the national/state festivals and birth anniversaries of great Indian personalities in the institute every year.

Mission of Institute

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

Vision of Institute

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

The celebration of all the days, enhances students' sensitivities towards traditions and legacies and provides them a platform to learn different skills Makes them responsible citizens as they learn a few things about their duties and rights. Students become well aware of the need to conserve nature.

1 Republic Day and Independence Day:

Every year the Institution celebrates Republic Day on 26 January and Independence Day on 15 August by hoisting the national flag at the auspicious hands of Chief Guest of the Programme.

2 Gandhi Jayanthi:

Gandhi Jayanthi is celebrated in memory of the Father of the Nation, who devoted his whole life preaching Truth and following Ahimsa. The institute takes part in Swachh Bharat Abhiyan in the campus on 2 October.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	**No File Uploaded**
Geo tagged photographs of some of the events	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

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

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Best Practice -I

1 Value added and Skill Education

Objectives of the Practice

1 To introduce students a new stage of learning and holistic approach, value added and skill education is vital for all-round development. In line with mission of the institute, following are the objectives:

2 To develop competent, value added and Patriotic Engineers of integrity

3 To inculcate human values among students

4 To enhance employability skills

5 To aware students about team work, professional ethics and competitiveness

The context

Majority of the students admitted in our institute are from nearby rural areas and first-generation learners. Most of them have been educated through Marathi medium schools and hence English language becomes a major constraint. Students' socio-economic condition also adversely affects their academic development, hence moulding them academically, professionally and intellectually such practices are integral part of our quality education mandate.

The Practice

In Indian system of higher education, with the changing times thrust has been given on developing students 'personality considering the aspects of all round development. The newly formed ministry of Skill Development and Entrepreneurship under Government of India is a welcome step in this regard.

File Description	Documents
Best practices in the Institutional website	http://www.imssakegaon.org/essentialDoc/Criteria%2007/Best%20Practices.pdf
Any other relevant information	NIL

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Answer:

Vision of the Institution is to empower students with quality education, knowledge, progressive technology and cultivate the sense of social responsibility and patriotism.

The Institute instigates systematic effective practices into all its academic and administrative work to develop and harness the latent potentials of student and faculty. Modernization in all spheres of Curriculum, Teaching -Learning -Evaluation, Student Support System, building learning resources are intertwined for overall student development and reflected in the teaching -learning- research ecosystems the institute is engaged with.

The Institute has established its distinctive approach towards this comprehensive Vision by intending it in the form of service to the society, by developing skilled human resource, multidisciplinary facilities to enrich research environment and Entrepreneurship development.

The institute takes initiatives for skill development of students by arranging programs such as soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene), ICT/computing skills etc. Which provides an environment to transform into skilful human resource.

A manager must not be just a job seeker, rather must be a job creator. Thus s/he must develop entrepreneurial characteristics along with technical knowledge

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

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

Time-table is displayed on notice boards of every classroom and students notice board. After the allocation of subjects to faculty, course file of each subject is prepared consisting of lesson plan. It also contains the assignments, old question papers, sample solutions of university question papers, lecture notes, etc.

This lesson plan is duly approved by the Director of institute. Director maintains a monthly monitoring report on course coverage, student attendance and assignment provided for every subject. Remedial classes are conducted for weak students in mathematical/conceptual subjects

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	[NIL](#)

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

1.1.2

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

Answer:

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File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	NIL

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment	B. Any 3 of the above

/evaluation process of the affiliating University	

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View File](#)
Any additional information	**No File Uploaded**

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

1

File Description	Documents
Any additional information	**No File Uploaded**
Minutes of relevant Academic Council/ BOS meetings	**No File Uploaded**
Institutional data in prescribed format (Data Template)	[View File](#)

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

00

File Description	Documents
Any additional information	**No File Uploaded**
Brochure or any other document relating to Add on /Certificate programs	**No File Uploaded**
List of Add on /Certificate programs (Data Template)	[View File](#)

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

00	

File Description	Documents
Any additional information	**No File Uploaded**
Details of the students enrolled in Subjects related to certificate/Add-on programs	**No File Uploaded**

1.3 - Curriculum Enrichment

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

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Mission of Institute

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

Vision of Institute

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

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

1. Professional Ethics: - Being an engineering institute, inherently students acquire professional ethics through the institute environment and culture. As part of programme curriculum, topics related to professional ethics are included in the syllabus like Organizational Behaviour, project management etc. Experiential learning through industrial visit and participative learning through expert lectures also imbibes professional ethics.

2. Gender Equality: - Though the institute is co-education, for gender equity the institute has constituted "Women Grievance Redressal and Anti Ragging Committee". In order to make everyone aware of gender equity, the committee organizes various activities such as women rights and security, Women Empowerment, health and hygiene, social awareness, usage of social media etc. Meetings of the committee members are conducted regularly and various points are discussed to provide better environment for the women. The institute has ragging free environment.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	**No File Uploaded**

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

1

File Description	Documents
Any additional information	**No File Uploaded**
Programme / Curriculum/ Syllabus of the courses	**No File Uploaded**
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	**No File Uploaded**
MoU's with relevant organizations for these courses, if any	**No File Uploaded**
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

65

File Description	Documents
Any additional information	**No File Uploaded**
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	[View File](#)

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	**A. All of the above**

File Description	Documents
URL for stakeholder feedback report	[NIL](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	**No File Uploaded**
Any additional information	**No File Uploaded**

1.4.2 - Feedback process of the Institution may be classified as follows	**D. Feedback collected**

File Description	Documents
Upload any additional information	**No File Uploaded**
URL for feedback report	[NIL](#)

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

125

File Description	Documents
Any additional information	**No File Uploaded**
Institutional data in prescribed format	[View File](#)

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

82

File Description	Documents
Any additional information	**No File Uploaded**
Number of seats filled against seats reserved (Data Template)	[View File](#)

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

2.2.1 The institution assesses the learning levels of the students and organises special

Programmes for advanced learners and slow learners

Answer:

The institute conducts the assessment of learning levels for the students based on their performance in the previous examination. For newly admitted students at the first year MBA the performance in graduation is considered. And thereafter the assessment is based on the performance in the previous semester University Examination. Criteria are also used for the newly admitted students at the first year MBA.

Students securing more than 7.0 SGPA in the previous semester university examination are identified as advanced learners and less than 4.0 are identified as slow learners. Same criteria are used for successive semesters over the two years MBA course to identify advanced learners and slow learners.

In addition to this the Teacher – Student interaction under Teacher – Guardian scheme (mentoring) also helps to assess& cater their needs. The institution organizes Induction program for three weeks as per the university curriculum for the newly admitted students. The program includes physical activities, creative arts, yoga & meditation, universal human values, lectures by eminent people, familiarization to department & branch etc.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
125	10

File Description	Documents
Any additional information	View File

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

2.3.1

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

Answer:

The institute is affiliated to K.B.C. North Maharashtra University, Jalgaon (M.S.) and follows the syllabus of the university. The University has made provision in structure of all programmes to give students experiential and participative learning experience.

Instead of teacher-centric conventional teaching methods, the institution strongly believes that student-centric learning

methods enhance the lifelong learning skills of students. Hence the institute has adopted the below-mentioned student-centric methods.

Experiential learning methodology:

1 Computer practical sessions

2 Field work

3 Internship

4 Project Development

5 Industry Visits / Site Visits

6 Case Studies

7 Training & Workshop

Participative learning methodology:

1 Paper Presentation / Project Competitions

2 Group Discussion

3 Industrial Visits

4 Co-curricular / Extra Curricular Activities

5 Student Chapter / Club Activities

Problem solving methodology:

1 Quiz

2 Peer group Teaching

3 Special Assignments

File Description	Documents
Upload any additional information	View File
Link for additional information	NIL

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

2.3.2

Teachers use ICT enabled tools for effective teaching-learning process.

Answer:

Information and Communication Technology (ICT) has been an integral part of teaching-learning process in the institute. The institute has made conscious efforts to invest in hardware and to orient the faculty suitably to enrich the learning experiences of students.

The institute has put in place the electronic data management systems and electronic resources and their access to internal and external stakeholders particularly the student community. It includes 100 Mbps Internet lease line, ERP system, MOODLE – Learning Management System, Digital Library, e-books / e-journals, NPTEL Videos, Language Lab etc.

The institute has made all possible efforts to train faculty members on usage of ICT in teaching-learning process during this pandemic. All faculty members have undergone training on Live Classroom Teaching Platforms & Tools, video editing, conducting online Internal Sessional Examination (ISE), MOODLE – Learning Management System etc. The faculty members also have attended online FDP / STTP on recent technologies with an objective not only to learn recent technologies but also to learn delivery methodology followed by resource persons.

File Description	Documents
Upload any additional information	**No File Uploaded**
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<u>View File</u>

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

13	
File Description	Documents
Upload, number of students enrolled and full time teachers on roll	**No File Uploaded**
Circulars pertaining to assigning mentors to mentees	**No File Uploaded**
Mentor/mentee ratio	**No File Uploaded**

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

10	
File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	[View File](#)
Any additional information	[View File](#)
List of the faculty members authenticated by the Head of HEI	[View File](#)

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

02	
File Description	Documents
Any additional information	**No File Uploaded**
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	[View File](#)

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

10

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	[View File](#)

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

2.5.1

Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Answer:

The institute is affiliated to K.B.C. North Maharashtra University, Jalgaon (M.S.) and follows the syllabus of the university. As part of syllabus, the internal assessment of students includes Internal Sessional Examination (ISE) for theory subjects and Internal Continuous Assessment (ICA) for practical & project.

In each term, Three ISEs, each of 20 marks, are conducted as per the academic calendar of the institute, and best Twos considered as ISE marks in the respective subject. The evaluated ISE answer papers are shared with students as apart of transparency.

Evaluation of ICA for practical is done on the basis of Attendance (A), Performance (P), Journal (J), and Viva (V). The assessment of ICA for Project is as per guidelines given in the syllabus that includes students' performance, active participation, knowledge / skill acquired throughout semester and presentation by the students.

As a part of transparency, grades of ICA and marks of ISE are notified time to time to the students by displaying on the notice board and through WhatsApp.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	[NIL](#)

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

2.5.2

Mechanism to deal with internal/external examination related grievances is transparent, time- bound and efficient

Answer:

As an affiliating institute, the institute follows syllabus and curriculum of K.B.C. North Maharashtra University, Jalgaon (M.S.). As part syllabus, the internal assessment of students includes Internal Sessional Examination (ISE) for theory subjects and Internal Continuous Assessment (ICA) for practical & project.

Grievance regarding the internal assessment is taken care of by the respective Departments. In case of redressal of grievances, the students can meet subject teacher / Mentor for clarification. More particularly during the

COVID – 19 pandemics, the students communicated with subject teacher / Mentor through phone / WhatsApp for any grievances.

As per internal examination grievance policy of the institute, the students can meet subject teacher / Mentor for clarification within FOUR days of publication on the concerned department notice board for grievance related to the internal assessment.

University has a well-defined mechanism for redressal of grievances with reference to evaluation. The mechanism has the provision for the students to apply for verification of marks and photocopy of answer books. Further, the student may also challenge the evaluation. Moreover, student's grievances related to declaration of pending results are forwarded through Director.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	[NIL](#)

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

2.6.1

Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Answer:

The institute is very much keen on the learning outcomes which are specifications of what a student should be capable of doing on successful completion of a course and/or a programme.

The institute is affiliated to K.B.C. North Maharashtra University, Jalgaon (M.S.) and follows the syllabus of the university. All courses in the syllabus of the curriculum have well defined Course Outcomes. In aligned with the same the Institute has clearly stated Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Each CO is mapped to PO and PSO in terms of their correlation.

The following mechanism is followed by the institute to communicate/disseminate outcomes to the teachers and students

1 Vision-Mission, Program Educational Objectives (PEOs), POs, PSOs of the Programmes offered by the institute are uploaded in the institute website (https://sscoetjalgaon.ac.in/) and also displayed at the prominent locations.

2 The syllabus of all programmes is made available on the institute website which includes the COs of various courses of the curriculum.

3 COs of theory subjects are made aware to the students by

the concerned faculty member at the beginning of every
semester.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for Additional information	[NIL](#)
Upload COs for all Programmes (exemplars from Glossary)	[View File](#)

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

2.6.2

Attainment of programme outcomes and course outcomes are evaluated by the Institution.

Answer:

The institute has practice of measuring the level of attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) as per the syllabus by K.B.C.North Maharashtra University, Jalgaon(M.S.). Broadly the tools used for the assessment of POs & PSOs involve CO attainment through university results.

In every semester, CO attainment is evaluated based on the University results. The syllabus has University Assessment, known as End Semester Examination (ESE) for theory and practical, and College Assessment, known as Internal Continuous Assessment (ICA) for practical and Internal Sessional Examination (ISE) for theory.

The University assessment contributes 60% and college assessment contributes 40% towards the attainment of CO for each subject (Theory and Practical). For each subject, the CO attainment level, i.e. Level – 1, Level – 2, Level – 3, is calculated based on the percentage of students scoring more than University average mark in the ESE and percentage of students scoring more than college average marks in the ISE / ICA respectively. Level – 1 is defined as 30%, Level- 2 is defined as between 31% to 60% and Level- 3 is defined as

above 60%.

Based on the mapping of COs with POs and PSOs, the respective CO attainment contributes to the attainment of PO sand PSOs as direct assessment tool. Attainment of POs and PSOs are calculated for each batch at their end of programme.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	NIL

2.6.3 - Pass percentage of Students during the year

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

45

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	NIL

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

NIL

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

3.1.1.1 - Total Grants from Government and non-governmental agencies for research

projects / endowments in the institution during the year (INR in Lakhs)

`00`

File Description	Documents
Any additional information	**No File Uploaded**
e-copies of the grant award letters for sponsored research projects /endowments	**No File Uploaded**
List of endowments / projects with details of grants(Data Template)	[View File](#)

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

`01`

File Description	Documents
Any additional information	**No File Uploaded**
Institutional data in prescribed format	[View File](#)

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

`0`

File Description	Documents
List of research projects and funding details (Data Template)	[View File](#)
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	**No File Uploaded**
Paste link to funding agency website	[NIL](#)

3.2 - Innovation Ecosystem

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

3.2.1

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

Answer:

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

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

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

File Description	Documents
Upload any additional information	View File
Paste link for additional information	NIL

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

01

File Description	Documents
Report of the event	**No File Uploaded**
Any additional information	**No File Uploaded**
List of workshops/seminars during last 5 years (Data Template)	[View File](#)

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

2

File Description	Documents
URL to the research page on HEI website	[NIL](#)
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	[View File](#)
Any additional information	**No File Uploaded**

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

03

File Description	Documents
Any additional information	**No File Uploaded**
List of research papers by title, author, department, name and year of publication (Data Template)	[View File](#)

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and

papers in national/ international conference proceedings year wise during year

`00`

File Description	Documents
Any additional information	**No File Uploaded**
List books and chapters edited volumes/ books published (Data Template)	[View File](#)

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

`3.4.1`

`Extension activities are carried out in the neighbourhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.`

`Answer:`

`The Institute's mission statement explicitly mentions "To promote high quality education, training and research at affordable cost for the upliftment students living I n rural areas". The entire curriculums of the courses have been skilfully amalgamated with the co-curricular and extracurricular activities to train students for societal service also. There are several societal services activities undertaken by the institute at the central level as well as at the departmental level. A summary report of such activities is presented here:`

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

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

`3 Cleanliness Drive: To aware students about the importance`

of cleanliness and physical work, cleanliness drives are organized in the campus. Students and Staff members do cleaning work. A Clean Room competition on the occasion of Gandhi Jayanti is also organized every year for resident students.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

00

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	No File Uploaded

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

01

File Description	Documents
Reports of the event organized	**No File Uploaded**
Any additional information	**No File Uploaded**
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	[View File](#)

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

`55`

File Description	Documents
Report of the event	**No File Uploaded**
Any additional information	**No File Uploaded**
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	[View File](#)

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

`65`

File Description	Documents
e-copies of related Document	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of Collaborative activities with institutions/industries for research, Faculty	[View File](#)

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

5

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	<u>View File</u>

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

4.1.1 Physical Facilities

4.1.1

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

Answer:

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

Being one of the most preferable learning institutes in this

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

1 Classrooms and Tutorial Rooms:

Each classroom is specifically designed in spacious and proper shape with comfortable sitting arrangement for effective communication between teacher and students. Students are divided into smaller groups and the activities are carried out in tutorial rooms.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	NIL

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

4.1.2

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

Answer:

The institute believes in holistic development of students and ensures that students acquire all the required graduate attributes upon completion of the programme. For every academic year, the institute makes provision for extra-curricular activities in its academic calendar that balances between curricular, co-curricular and extra-curricular activities for the all-round development of students. The facilities are made available to all students to participate at various levels in sports and cultural activities.

The institute has constituted sports committee that includes Physical Director to plan and execute sports activities for the students. Meetings of sports committee members are conducted regularly to discuss issues related to smooth conduction of events. The institute sanctions budget for various sports events.

All possible efforts and necessary facilities are made available to ensure students participation not only at institute level but also at university level, Zonal level and State level. The institute organizes annual sports during second term of every academic year and the winners are felicitated by giving certificates and trophies.

1 Indoor Games and Outdoor Games:

The playground has facilities for various sports like Cricket, Volleyball, Football, Kabaddi, Kho- Kho etc. The institute has separate facility for various indoor games like Chess, Table tennis, Carom, Badminton, etc. Indoor games facility such as carom, chess and badminton are also provided.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	NIL

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

04

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	NIL
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

1587381.41

File Description	Documents
Upload any additional information	**No File Uploaded**
Upload audited utilization statements	**No File Uploaded**
Upload Details of budget allocation, excluding salary during the year (Data Template	<u>View File</u>

4.2 - Library as a Learning Resource

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

4.2.1

Library is automated using Integrated Library Management System (ILMS)

Answer:

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

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

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

1. Acquisition

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

2. Catalogue

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

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional Information	[NIL](#)

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	C. Any 2 of the above

File Description	Documents
Upload any additional information	No File Uploaded
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	[View File](#)

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

3600

File Description	Documents
Any additional information	**No File Uploaded**
Audited statements of accounts	**No File Uploaded**
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	[View File](#)

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

135

File Description	Documents
Any additional information	**No File Uploaded**
Details of library usage by teachers and students	**No File Uploaded**

4.3 - IT Infrastructure

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

4.3.1

Institution frequently updates its IT facilities including Wi-Fi

Answer:

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

Internet access is made available at all desktop computers in the campus. The campus is also Wi-Fi enabled for Internet

access through portable devices. The Next Generation Firewall provides secured authentication for secure Internet access. The secured Internet access enables students and staff to access learning resources anytime anywhere in the campus.

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

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

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	[NIL](#)

4.3.2 - Number of Computers

43

File Description	Documents
Upload any additional information	No File Uploaded
List of Computers	No File Uploaded

4.3.3 - Bandwidth of internet connection in the Institution	A. ? 50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic

support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

1587381.41

File Description	Documents
Upload any additional information	**No File Uploaded**
Audited statements of accounts	**No File Uploaded**
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<u>View File</u>

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.

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.

Answer:

The institute has a state of art infrastructural facility that provides conducive environment not only for students learning but also for overall development of students. The institute has established systems and procedures for maintenance and utilization of physical, academic and support facilities.

Cleanliness and safety are among the top most priorities of the institute. Cleanliness of the campus and other infrastructural facilities is carried out under the supervision of caretaker. Sweepers/peons carry out cleaning of class rooms, laboratories, departments, library, office, hostels etc. regularly. Institute ensures clean environment by keeping dustbins at every corner and collecting trash

regularly.

During pandemic, sanitization being the most important to maintain hygiene, the institute followed all guidelines to prevent COVID – 19 for the safety of students and staff in the campus. Fire safety being another important safety measures, the institute always ensures that the fire extinguishers in the laboratories and other important places in the campus are fully operational.

The institute pays due attention towards maintenance and up keeping of laboratory equipment's. To maximizing equipment uptime the institute follows preventive maintenance and corrective maintenance strategy. And sole responsibility of such maintenance lies on the technical staff / lab assistants. Log books / maintenance registers are maintained that reflects the usage and maintenance history of the equipment's.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	[NIL](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

105

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	[View File](#)

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

105

File Description	Documents
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	[View File](#)

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	**A. All of the above**

File Description	Documents
Link to Institutional website	[NIL](#)
Any additional information	**No File Uploaded**
Details of capability building and skills enhancement initiatives (Data Template)	[View File](#)

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

`85`

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

`85`

File Description	Documents
Any additional information	**No File Uploaded**
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	[View File](#)

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	`A. All of the above`

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of student grievances including sexual harassment and ragging cases	**No File Uploaded**

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

00

File Description	Documents
Self-attested list of students placed	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

00

File Description	Documents
Upload supporting data for student/alumni	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

00

File Description	Documents
Upload supporting data for the same	**No File Uploaded**
Any additional information	**No File Uploaded**
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	[View File](#)

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

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

00

File Description	Documents
e-copies of award letters and certificates	**No File Uploaded**
Any additional information	**No File Uploaded**
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	[View File](#)

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students' representation on various bodies as per established processes and norms)

Answer:

Institute is committed towards holistic development of students and offer avenues to improve self-confidence by practicing important habits like time management, problem solving, leadership, etc as per the established processes &norms set by Kavayitri Bahinabai Chaudhari North Maharashtra University (KBC NMU), State and Central Government Authorities.

Student Council election procedure for the academic year 2017-18 carried out as per the guidelines of Director, Student's Welfare, KBC NMU Jalgaon.

Students are encouraged to actively participate at various administrative levels through their representation in Internal Quality Assurance Cell, Grievance Redressal Committee and Anti Ragging Committee for contributing towards development of Institute and Society.

The students in the role of coordinator's, committee members, and representatives at institute level committees like Sports, Cultural, and National Social Service are keys to empower the budding professionals.

The Social welfare/ awareness program, Blood Donation Camps, Tree Plantation, etc. impart values like societal development and Expert Lectures, Workshops, Seminars, Project Exhibition, Paper & Poster Presentation help the students to apply academic skills in the real-world context.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

7

File Description	Documents
Report of the event	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	**No File Uploaded**

5.4 - Alumni Engagement

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

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

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

Contribution of the Alumni Association:

1 The Alumni Association has granted free-ship Scholarships, Prizes, Financial assistance, books and stationery to the poor and deserving students, etc. at a personally appropriate level.

2 The Association grants funds to innovative projects to aspiring students and thereby encourages the Research & Development of the institute.

3 Various social welfare and awareness activities organized by the institute such as Swatcha Bharat Abhiyan, Tree

plantation, Blood Donation Camp, Free Medical and eye test camp, Covid Vaccination drive and many more were implemented to create self-reliance among the present students and especially the poor and the needy.

4 They have provided career and vocational guidance for professional and career development.

5 The members of the Association get every type of possible assistance.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs) | E. <1Lakhs |

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

6.1.1

The governance of the institution is reflective of and in tune with the vision and mission of the institution

Answer:

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

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

In line with objectives of Institute of Management and

Science Sakegaon established in 2012 to impart education. Since inception, the institute has carried the flame of quality education in this region and is reflective in the number of students admitted.

The Governing Body (GB), constituted as per AICTE guidelines, is the apex body of the institute and decisions taken by the body are in tune with Vision and Mission. Various decisions, may it be related to infrastructure, human resources, facilities, taken by the GB have been progressive in imparting quality education for societal development.

As part of mission of the institute, the institute believes in conducive environment through due representation of stakeholders at various levels of governance. The institute has constituted College Development Committee (CDC) as per the guidelines of university.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

Answer:

Effective leadership is essential for the growth and development of any organization. The institute has very dynamic and effective leadership in the form of management. Under their able guidance, the institute has grown by leaps and bounds. As decentralization and participative management, the institute has Governing Body (GB), College Development Committee (CDC)and Director.

The GB and CDC are constituted in accordance with the guidelines of AICTE. These bodies, Directors play pivotal role to accomplish the Vision and Mission of the institute. Regular meetings of these members are held for effective and

smooth functioning of the institute. Principal being the leader of the institute not only provides the direction but also instrumental for consultative decision making.

Regular meetings and consultative-decision-making give thrust to the growth of institute. Further, Assistant Registrar (Finance) and Registrar of the institute are also involved in the consultative decision making for the effective and smooth functioning. Institute is also having various feedback mechanisms through which stakeholders can participate and can share their views, ideas, opinions or suggestions.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

On Grid PV Solar Rooftop Power Plant

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

One of the biggest advantages of rooftop solar panels is that they can be installed on any type of roof. So, it doesn't need to vacate a land or invest in buying additional land to setup rooftop solar panels. Furthermore, the panels offer protection to the roof of the building in which they are in process.

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

to connect grid interactive PV Solar plant.

File Description	Documents
Strategic Plan and deployment documents on the website	**No File Uploaded**
Paste link for additional information	NIL
Upload any additional information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Governing Body (GB):

- GB of the institute is constituted as recommended by AICTE's Approval Process Handbook. Its chairman is nominated by the Trust. GB is collectively responsible for overseeing the institution's activities and determining its future direction and fostering an environment in which the institutional vision & mission is achieved.

College Development Committee (CDC):

College Development Committee is constituted as per section 97(1) of Maharashtra Public University Act, 2016. The CDC shall be responsible for Preparation of overall comprehensive development plan of the institute regarding academic, administrative and Infrastructural growth.

Director:

The Director is a Head of Institute. He acts as the Member Secretary of Governing Body and College Development Committee.

The Major responsibilities of Director are as follows:

(1) Academic growth of the institute.

(2) Participation in the teaching work, research, and training programmes of the institute.

(3) Assisting in planning and implementation of academic programmes.

(4) Any other work relating to the institute as may be assigned to him by the Competent Authority from time to time.

File Description	Documents
Paste link for additional information	NIL
Link to Organogram of the institution webpage	NIL
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	D. Any 1 of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	No File Uploaded
Screen shots of user inter faces	No File Uploaded
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

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

1) Welfare schemes for Teaching staff: -

1 Sponsorship Fee Reimbursement for STTP/Workshop/Paper

Publication etc.: -

The institute encourages its teachers in acquiring the latest skills by deputing them for various programs/conferences and reimbursing the registration fees.

2 Leaves for Higher studies: -

In order to keep pace with the latest trends in education the institute encourages the teachers by providing special leaves to pursue higher studies.

3 Empowering teachers with personal computation facility: -

The institute provides Desktops & Wi-fi to every faculty and encourages them to use modern teaching aids to improve productivity.

2) Welfare schemes for Non-Teaching Staff

1 Special training, such us Work ethics and Computer Skills, to enhance productivity

2 Encashment of Earned Leave: -

The Earned Leave is encashed to non-teaching staff upon their retirement.

3 Salary Advance: -

The institute provides Salary advance in case of need.

3) General welfare schemes for all staff.

1 Leaves: -

The institute provides leaves to facilitate all it employees such as Casual Leave, Special Leave, Maternity Leave, Medical Leave & Earned Leave.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

05

File Description	Documents
Upload any additional information	**No File Uploaded**
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

01

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	**No File Uploaded**
Reports of Academic Staff College or similar centers	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes,

Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

5

File Description	Documents
IQAC report summary	**No File Uploaded**
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of teachers attending professional development programmes during the year (Data Template)	[View File](#)

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

Answer:

Institute has designed performance appraisal form to capture and evaluate performance of the Teaching and Nonteaching Staff. The Institute believes that, an effective performance appraisal system is important for optimizing the contribution of individual teaching and non-teaching staff. It aims at self-growth in terms of both personal and professional development of the employee which directly impacts the success of the students.

The performance appraisal system is based on stipulated criteria and parameters that are to be fulfilled. The performance appraisal is being assessed annually based on the submission of 360 Feedback form by teaching staff and Evaluation form by nonteaching staff on various indexed parameters.

A Teaching Staff

```
1 Individual details

2 Teaching Process

3 Students feedback

4 Departmental activities

5 Institutional activities

6 Contribution to Society

7 Faculty participation in academic staff college orientation
/ refresher Course / National / International Conference /
workshop attended during the year

8 Published papers in Journals / Conferences

9 Published Books as Reference / Text Book

10 Research Projects (UGC / DST / AICTE etc)

11 Research Guidance (Ph.D.) which includes Number of
candidates completed Ph.D. and Number of candidates pursuing
Ph.D.
```

File Description	Documents
Paste link for additional information	[NIL](#)
Upload any additional information	[View File](#)

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

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


External Audit
```

:

Financial Planning and Management is the foresight of the Institute. The institute has a robust Financial Management System. The Institute conducts regular audit by the authorized and recognized auditors. It may be noted that the state government pay the scholarship / free ship fees (through reimbursement) of all eligible students admitted in the institute. Thus, the receipts are very transparent and known.

All the expenditure incurred by the institute is maintained by the Accounts Section and duly submits to the auditor for verification. The institute maintains books of accounts on daily basis. The auditor audits the accounts on quarterly basis. The TDS is deducted and quarterly TDS returns are submitted. The institute also pays GST regularly and submits the monthly returns within time prescribed under GST Act. At the end of every quarter, the quarterly financial report is compared with previous year quarter and also with the budget prepared, and accordingly variance, if any, reported to the management.

File Description	Documents
Paste link for additional information	[NIL]()
Upload any additional information	[View File]()

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

00

File Description	Documents
Annual statements of accounts	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	[View File](#)

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Institute has framed mechanism to monitor effective and efficient use of available financial resources for optimal utilization of resources.

The institute implements academic and non-academic reforms within their self-conceived development programs that focus on quality and relevance, resource mobilization greater institutional autonomy with accountability, research and equity. The receipts primarily are generated through the fees paid by students. The Institute has well-defined mechanism to examine effective utilization of available financial resources for the development of the academic processes and infrastructure development.

Every year the institutional budget is prepared by account section after studying estimated income & essential requirement of Institute and discussing with Principal and Finance committee members in to consideration of recurring and non- recurring expenditures. Accordingly, all the administrative and academic heads are requested to submit the budget required for the subsequent financial year. Along with this all coordinators of different cells, viz., T&P Cell, R&D Cell, Student Cultural Activity Cell etc are also instructed to submit their budge through the Director.

All the major financial decisions are taken by the Trustee's Governing Body (GB) and College Development Committee (CDC).

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

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

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

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

1.Result Benchmark and Analysis

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

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

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

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

File Description	Documents
Paste link for additional information	[NIL]()
Upload any additional information	[View File]()

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 and recorded the incremental improvement in various activities

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 and recorded the incremental improvement in various activities

1. Skill Enhancement Training Programme and Introduction of Career Oriented Certificate Courses

With an objective of overall development of students to enhance their skill sets and to make them employable, IQAC Cell emphasized to organize various training programmes. Accordingly, a committee comprising three faculty members is constituted under Training and Placement Cell of the institute.

The committee had organized skill enhancement training programs of two weeks for MBA students on diversified topics such as Training Programme. Fearless Spoken English, Personality Development. Due to such initiatives, student's skill sets and performance level have improved.

Hence recognizing the importance of Career Oriented Courses and to provide the practical knowledge to students, IQAC proposed to start such courses in every department. Accordingly, Job Oriented Courses suitable for students and framed the syllabus.

2. Digital Education

Digital Education is a technique or method of learning which involves technology and digital devices. This is a new and broad technical sphere which helps any student to attain knowledge and gain information from any corner across the country. It is believed that Digital Education in India is

the future of education and learning.

File Description	Documents
Paste link for additional information	[NIL](NIL)
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

`D. Any 1 of the above`

File Description	Documents
Paste web link of Annual reports of Institution	[NIL](NIL)
Upload e-copies of the accreditations and certifications	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

KYDCs IMS sensitizes students and employees regarding gender equity and takes opportunities in keeping the social responsibility by organizing various activities. The

institute promotes gender equity in admissions, recruitment, administrative functionality, academic activities and extracurricular activities.

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

1 Separate Women's Grievance Redressal Committee is established exclusively to encourage the girl students and the unit is successfully conducting various activities to serve the society.

2 Girl's common rooms are provided in the campus with required facilities. Girl's hostels are provided with dispensary with lady doctor.

3 Separate space is provided for girls in the central library and in the canteen to avoid inconvenience.

4 The girl students are nominated as members of various committees at department, institute levels and the institute encourage their participation in various activities.

5 During orientation programs and other events, awareness is created on gender equity among the students.

6 The institute celebrates Women's Day and presents success stories of famous women to inspire the girl students and to make them understand their potential.

File Description	Documents
Annual gender sensitization action plan	7.1.1 ANNUAL GENDER SENSITIZATION ACTION PLAN 1 Awareness lectures for gender sensitization in every three months. 2 Self-defence training for women employees once in a year. 3 Celebration of women day on every 8th March. 4 Women empowerment day is celebrating once in a year. 5 Talks from experts regarding legal rights. Twice in a year. 6 Awareness regarding facilities available in the campus for women employees, patients and students.
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information Institution shows gender sensitivity in providing facilities such as: 1. Safety and security 1 Safety norms are strictly followed by the college in all respects 2 Monitors the corridors of all floors of the building, classrooms, playground, canteen, laboratories hostel and library. 3 There are 10 security personnel who safeguard the entire campus and hostel. 4 Girl students are highly secured under the existing security system. Total 156 CCTVs are installed at the entrance of the college gate, canteen, parking area, office, corridors of different floors of the College to ensure the safety and security of students and staff. 5 ID cards are issued to the students and staff to prevent the entry of outsiders into the college premises. 2 Counseling: 1 The FIMT college committee has formally constituted a Grievance Redressal and Appraisal Committee That facilitates the redress

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	**C. Any 2 of the above**

File Description	Documents
Geo tagged Photographs	**No File Uploaded**
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words)

1 Solid waste management:

The institute has maintained a neat and clean ambience by a

well-designed and organized solid waste management system. Solid waste is segregated as degradable and non-degradable and are handed over to the concern authorities as a part of Swachh Bharat initiative & clean and green campus. Each block and each floor are provided with dry waste collecting bins every day and collected, the same is transported to the concerned places and segregate and hand over to concern. It has dust bins installed at suitable locations everywhere.

2 Liquid waste management

Liquid waste is mainly the sewage coming out from hostels, messes, canteens, staff quarters and toilet blocks of the institute. The entire campus has two pipe systems in place. Here, sullage (liquid waste coming out from bathrooms and kitchen) and sewage (liquid waste coming out from latrine) are collected separately.

3 E-waste management:

The E-waste management has been given due focus and all electronic goods are put to optimum use. The old computers are used by the instructor for demonstration purposes in the practical sessions. The ones which are unusable in any manner they are exchanged with new equipment in Exchange offer. UPS Batteries are recharged / repaired /exchanged by the suppliers.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	[View File](#)
Geo tagged photographs of the facilities	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles** 2. **Use of bicycles/ Battery-powered vehicles** 3. **Pedestrian-friendly pathways** 4. **Ban on use of plastic** 5. **Landscaping**	**A. Any 4 or All of the above**

File Description	Documents
Geo tagged photos / videos of the facilities	**No File Uploaded**
Various policy documents / decisions circulated for implementation	**No File Uploaded**
Any other relevant documents	**No File Uploaded**

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	**B. Any 3 of the above**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	**No File Uploaded**
Certification by the auditing agency	**No File Uploaded**
Certificates of the awards received	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	**A. Any 4 or all of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	**No File Uploaded**
Policy documents and information brochures on the support to be provided	**No File Uploaded**
Details of the Software procured for providing the assistance	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

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providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

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

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

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

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

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

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

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

7.1.9 - Sensitization of students and employees of the

Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Answer:

India is a democratic country with many languages, subcultures, religions and ethnic diversities but represents unity in diversity governed and guided by the Constitution irrespective of caste, religion, race sex.

KYDCs College of Management and Science Bhusawal sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties and responsibilities of citizens which enables them to maintain conduct as a responsible citizen.

The institute hoists the flag during national festivals to inspire students and staff by instilling the qualities of freedom fighters and to emphasize the duties and responsibilities of citizens.

The students are inspired by conducting various programs based on culture, traditions, values, duties and responsibilities by inviting outside people. Competitions based on Rangoli and ancient technologies are conducted for students.

For intellectual, mental, physical and spiritual development of the students and staff, the institute conducts yoga, dance and music classes.

Institute establishes policies that reflect core values. Code of conduct is prepared for students and staff and they are encouraged to follow and maintain good conduct.

The institute curriculum is framed with the inclusion of mandatory courses like Constitution of India, Essence of Indian Traditional Knowledge. Three weeks Orientation Programs also carried out as a small step to inculcate constitutional obligations among the students.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to	India is a democratic country with many languages, subcultures, religions and

responsible citizens	ethnic diversities but represents unity in diversity governed and guided by the Constitution irrespective of caste, religion, race sex. KYDCs College of Management and Science Bhusawal sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties and responsibilities of citizens which enables them to maintain conduct as a responsible citizen. The institute hoists the flag during national festivals to inspire students and staff by instilling the qualities of freedom fighters and to emphasize the duties and responsibilities of citizens. The students are inspired by conducting various programs based on culture, traditions, values, duties and responsibilities by inviting outside people. Competitions based on Rangoli and ancient technologies are conducted for students. For intellectual, mental, physical and spiritual development of the students and staff, the institute conducts yoga, dance and music classes. Institute establishes policies that reflect core values. Code of conduct is prepared for students and staff and they are encouraged to follow and maintain good conduct. The institute curriculum is framed with the inclusion of mandatory courses like Constitution of India, Essence of Indian Traditional Knowledge. Three weeks Orientation Programs also carried out as a small step to inculcate constitutional obligations among the students.
Any other relevant information	NIL

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and	B. Any 3 of the above

conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

File Description	Documents
Code of ethics policy document	**No File Uploaded**
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Answer:

In keeping with the Mission and Vision of the institute, that aims to inculcate values and nationalism amongst the students by celebrating the national/state festivals and birth anniversaries of great Indian personalities in the institute every year.

Mission of Institute

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

Vision of Institute

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

The celebration of all the days, enhances students' sensitivities towards traditions and legacies and provides them a platform to learn different skills Makes them responsible citizens as they learn a few things about their duties and rights. Students become well aware of the need to conserve nature.

1 Republic Day and Independence Day:

Every year the Institution celebrates Republic Day on 26 January and Independence Day on 15 August by hoisting the national flag at the auspicious hands of Chief Guest of the Programme.

2 Gandhi Jayanthi:

Gandhi Jayanthi is celebrated in memory of the Father of the Nation, who devoted his whole life preaching Truth and following Ahimsa. The institute takes part in Swachh Bharat Abhiyan in the campus on 2 October.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	**No File Uploaded**
Geo tagged photographs of some of the events	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

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

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

Best Practice -I

1 Value added and Skill Education

Objectives of the Practice

1 To introduce students a new stage of learning and holistic approach, value added and skill education is vital for all-round development. In line with mission of the institute, following are the objectives:

2 To develop competent, value added and Patriotic Engineers of integrity

3 To inculcate human values among students

4 To enhance employability skills

5 To aware students about team work, professional ethics and competitiveness

The context

Majority of the students admitted in our institute are from nearby rural areas and first-generation learners. Most of them have been educated through Marathi medium schools and hence English language becomes a major constraint. Students' socio-economic condition also adversely affects their academic development, hence moulding them academically, professionally and intellectually such practices are integral part of our quality education mandate.

The Practice

In Indian system of higher education, with the changing times thrust has been given on developing students 'personality considering the aspects of all round development. The newly formed ministry of Skill Development and Entrepreneurship under Government of India is a welcome step in this regard.

File Description	Documents
Best practices in the Institutional website	http://www.imssakegaon.org/essentialDoc/Criteria%2007/Best%20Practices.pdf
Any other relevant information	NIL

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Answer:

Vision of the Institution is to empower students with quality education, knowledge, progressive technology and cultivate the sense of social responsibility and patriotism.

The Institute instigates systematic effective practices into all its academic and administrative work to develop and harness the latent potentials of student and faculty. Modernization in all spheres of Curriculum, Teaching -Learning -Evaluation, Student Support System, building learning resources are intertwined for overall student development and reflected in the teaching -learning- research ecosystems the institute is engaged with.

The Institute has established its distinctive approach towards this comprehensive Vision by intending it in the form of service to the society, by developing skilled human resource, multidisciplinary facilities to enrich research environment and Entrepreneurship development.

The institute takes initiatives for skill development of students by arranging programs such as soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene), ICT/computing skills etc. Which provides an environment to transform into skilful human resource.

A manager must not be just a job seeker, rather must be a job creator. Thus s/he must develop entrepreneurial characteristics along with technical knowledge

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

7.3.2. Plan of action for the next academic year

1. Getting recognition as place of higher learning and research in Management

2. Start offering additional courses at under and post-graduate levels

3. Expansion of infrastructure by construction of classrooms additional sections of existing courses

4. Modernization of computer laboratorieto support practical courses and research

5. Increasing number of ICT enabled rooms

6. Upgradation of the college website to communicate with the students and other

stakeholders virtually

7. Optimum use of Learning Management System including proctored examination portal

8. Installation of solar street lights on the campus to reduce dependency on non-renewable

energy resources

9. Expansion of rainwater harvesting system

10. Construction of auditorium, conference room