SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MANGALMAY INSTITUTE OF MANAGEMENT TECHNOLOGY

PLOT NO. 8 AND 9, KNOWLEDGE PARK- II, GREATER NOIDA,U.P. 201310
www.mangalmay.net.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 2002, **MANGALMAY INSTITUTE OF MANAGEMENT & TECHNOLOGY** is one of the premier Institution with a prime focus on Innovation, Excellence and Nurturing global leaders for a sustainable future. We incorporate Knowledge, Industry experience, Research, and International exposure in our curriculum, to offer comprehensive educational program to the students. The graduate programmes offered at Mangalmay are affiliated to C.C.S University Meerut.

Shri. Atul Mangal, Chairman, Mangalmay Institute of Management & Technology is a dynamic leader who believes in inculcating a culture of innovation and imparting quality education for students. He believes in fostering whole-person Integral growth of students. Shri. Anuj Mangal, Vice Chairman, Mangalmay Institute of Management & Technology is an enthusiastic icon believes in providing excellent academic delivery and infrastructure to his students. He believes in offering great opportunities for all round development of students.

There is a strong focus on research and development of faculty members from different stream. We also offers cross-organizational collaboration and liaises with different business communities.

Vision

To create a vibrant and responsive Institution aimed at shaping professionals of tomorrow by attaining outstanding academic levels through inputs of excellence with the purpose of adding value to society thereby contributing towards nation building.

Mission

- To inculcate professional skills in our students to be “Krishnas and Arjunas” of the professional Mahabharata.
- To create a proactive environment, conducive for overall professional growth.
- Enhance students’ analytical skills for strategic decision making in the dynamic Indian and International Business Scenario.
- Making value addition to the professional education, thus making it more challenging.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Admission : The first come first serve model of the institution provides equal opportunity for students on vacant seats irrespective of their caste, religion, gender and academic performance.

2. Fees : Admission to backward students on subsidized fee lower than University approved fee in selected courses helps the students from backward community to access their education.

3. Attendance: The Save a Year programme of the institute enables students with marginal attendance shortage to make up for the requirement by attending additional classes to avoid losing a year.

4. Earnings: The Earn while you Learn programme of the college encourages and provides opportunity to students to support themselves by taking part-time jobs along with studies.

5. Performance: The college conducts mentorship programmes to support students, faculty serve as mentors

6. Employability : A variety of certification programmes customized to suit the needs and requirements of students bridge the gap in curriculum based learning.

7. Motivation: Best project of the year is awarded with prize annually, to encourage the quality of research projects by the students.

9. Student Involvement: Student developed software is used for computerization of college library and related information system.

10. Collective Learning Subscription: Reading of business newspapers and regular weekly news review in groups encourages collective learning

11. Developing Service Mindedness: The institution encourages social service programmes involving students through its NGO.

12. Learning : Teaching Plan and study materials are prepared according to the syllabus with chapter end assignments in all courses and subjects.

13. Value addition: Apart from imparting learning through University curriculum, workshops, conferences, seminars, symposia etc. are conducted to provide value addition.

14. Feedback: Student feedback is treated as a valuable output and is collected through feedback form, suggestion box, open door policy etc.

15. Monitoring: Comprehensive performance management system for self evaluation and rating of faculty by students.

16. Coaching: In addition to regular internal examinations, a preparatory examination is conducted including entire portions in the syllabus with duration and question pattern exactly similar to the University examinations to give simulation experience.

Institutional Weakness

1) Less inter-disciplinary interactions and activities.

2) Lack of financial resources, due to which many innovative plans for student and teacher development do not take place.

3) Limited interaction with alumni.

Institutional Opportunity

1) Building on innovative ideas and expanding them into viable projects.

2) Impetus to research.

3) Raising the academic level of college through introduction of new courses.

4) Utilizing the talented pool of students as well as teachers.

5) Willingness of the society and government to promote Skill and Moral education.

6) Creating a “Green” eco-friendly campus like use of solar energy.

7) College strength lies in the competence of its faculty. It can encourage collaborative ventures and consultancy services between college and industry-community research centres.

8) Conducting more inter-disciplinary courses for teachers and students

9) Enhancing vocational skills of the students and making them self-reliant.

10) Adoption of new teaching methods for interactive learning.

Institutional Challenge

1) Quick and continuous change in the course structure at CCSU, Meerut destabilizes the teaching learning process and doesn’t offer space, time and resources to meet the challenges of the changing.

2) Lack of interest from the industry to join the academia.

3) Bureaucracy and slow decision making process of the parent University.

4) Cultural disconnect from the campus student life.

5) Parental pressure on students to opt for financially rewarding careers thereby destroying their motivation to be creative.

6) Students largely focus on exam oriented tasks and encouraging self-learning process among them is a challenge.

7) Reduction in motivation level of teachers because of overriding bureaucracy.

8) Students of Rural Background and have a low paying capability so getting fees well in time is a great challenging task.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Mangalmay Institute of Management and Technology is one of the premier Institute of Greater Noida which provides opportunities for higher education.Since its inception in 2002, the college has been instrumental in churning out an army of academically sound graduates who have achieved many feats in their respective fields and brought glory to the
institution. The motto of the Institute is to create a vibrant and responsive Institution aimed at shaping professionals of tomorrow by attaining outstanding academic levels through inputs of excellence with the purpose of adding value to society thereby contributing towards nation building.

Apart from offering programs in Discipline courses, Language courses,Foundation courses, Inter-disciplinary courses, the college offers five UG Programmes in form of BBA, BCA, B.COM, B.Sc.(Bio-Tech) and B.Ed. Apart from this Institute Equipped the students with
'Translation', and 'Proficiency in Spoken English'. These are primarily skill-oriented programs which enhance students' employability skills.

College faculty members are actively involved in designing of the curriculum and implementation of the same as per directives.Curriculum enrichment takes place through various measures like field visits, internships and educational trips, conducting workshops, seminars, lectures and conferences. Various committees and societies in the college such as
Poctorial Committee , Women's Development Committee, various Cultural Committees, Guidance and Counseling Cell, Placement Cell etc. have also contributed immensely in
curriculum enrichment. Besides, the contribution of some value-added or life skills programs has also been specified which cater to building moral and ethical standards among students. Feedback is sought from students, teachers, and other stake holders to make the curriculum more viable and effective. For instance, the report refers to the procedural and infrastructural support from Management.The institution's interaction with the industry, research bodies and the university through the placement committee, field visits, lectures and workshops; the participation of faculty members in national and international seminars and conferences and course structure committees to implement effective teaching methodologies in the classroom.

Teaching-learning and Evaluation

Mangalmay Institute of Management & Technology , with qualified academicians imparting education in diverse fields, aims to provide education which focuses on all-round, holistic development of its students. It is very important for students to pursue education as it enables them to become self-reliant. The College Staff Council constitutes an Admission Committee as well as an Extra Curricular and Sports Committee to look after the admission process of the college. This ensures that students with different skill-sets are able to join the institution and contribute to it in different ways.

The college has initiated many steps for the benefit of students like NCC to encourage and support the students in social service also. The college also aims to keep its faculty rejuvenated and recharged all the time. It helps

them by sanctioning duty leave, study leave and sabbatical etc. for continuous professional development. Teachers bridge the knowledge gap of the enrolled students through tutorials, remedial classes, seminars, field trips and workshops etc. Internal Assessment helps to evaluate the teaching learning process and its effectiveness. Faculty takes necessary action according to the internal assessment.

To nurture critical thinking and creativity and to develop scientific temper among the students, various events and activities are organized by the college like debates, Seminars, Talks, Research based projects, Group discussions, Audio-Visual Presentations, Internships, field via Experiential Exercises, and Role play etc. Students are encouraged to think rationally, objectively and creatively. This is nurtured with the participation of students in various activities of students' societies and different departments. The college has adequate infrastructure to make learning more student centric. The departments, college libraries and various laboratories are kept updated for their learning to be more effective, resulting in the transformation of students into lifelong learners and innovators. All of the above facilitates the attainment of the objective behind learning and students graduate from the college as professionals, ready to face new trends and challenges in their careers and life.

Research, Innovations and Extension

Without research, an educational institution cannot grow or survive and MIMT takes pride in constantly striving for the accomplishment of this goal with the support and dedication of faculty members and students. MIMT has a tradition of fostering and nurturing research temper, aptitude, attitude and acumen not only of the faculty, but of the students as well. The Academic Development Committee of the college facilitates research work through screening of research projects, facilitating faculty participation in various seminars, conferences, workshops around the globe. Library resources including e-journals and e-books of repute and well equipped computer systems are made accessible to the students and faculty.

The students too have been actively participating in the research activities through project works and presenting papers at national level seminars and symposia. Around 125 research articles, papers, books chapters and approximately 15 published books and edited books have been contributed by our faculty members in various disciplines during the last 4 to 5 years. Various faculty members have been successfully guiding Ph.D. and M.Phil. Scholars. They provide their valuable advice and experience to budding researchers. They have been invited for various seminars, workshops and training programmes as resource persons. Our faculty has also been involved in the National Cadet Corps (NCC) which is a youth development movement initiated by government of India . It has enormous potential for nation building.

Research is meaningful when it contributes something to the community. Our college have associated with organizations like NIESBUD, NISM students get opportunity to work on the paid research projects by working on grass root levels and get explored to the practical world. The college has organized many workshops such as SPSS, Digital Marketing, Tally, Google Adwords, ACTERM, WET Lab Skill Training, CODON Biotech and ALLEL LIVE SCIENCES and various event management training programmes. In all we have two UGC approved Journals having ISBN number which motivates to enrich the research area. Our institution is therefore committed to achieving eminence in the field of academics and research and will continuously strive to set higher benchmarks.

Infrastructure and Learning Resources

A premier institution with qualified academicians imparting education in diverse fields, the college has a reputation for outstanding performance in academics. Our college is a centre of excellence education. The policy of our institution, for creation and enhancement of infrastructure that facilitates effective teaching and learning, is to provide various facilities to the students in an environment which will build up their mental, physical and allround personality. Over the years the college has built up an impressive and state of the art infrastructure. Through this infrastructure, the institution strives to provide ample opportunities for the intellectual and cultural development of students. At present, the focus of the college is to create physical infrastructure with the latest information technology in mind so as to facilitate effective teaching and learning in the classroom.

College Library supports the mission of the college by making available a wide variety of information resources relevant to curriculum support and enrichment. The college Library always responds to the changing academic, technological and cultural needs of our students. It enables users to identify information needs, find resources to meet those needs, evaluate the information retrieved, and use it responsibly.

With more than 41,000 books, 12 newspaper and 20 magzines and access to unlimited e-resource, the library fulfils the mission of the college to provide quality education to its students. We also have OPAC windows for Online Library. The institution is constantly engaged in deploying new information technology to meet the current challenges of changes to the curriculum. Internet facility is available in the entire campus. All five computer labs, the Principal’s office, administration and accounts sections, library, Applied Psychology, Placement cell and classrooms are fully equipped with Wi-Fi/LAN facility. The rest of the campus, including the gardens, and the sports track, is also covered by Wi-Fi connectivity. The students and teachers are encouraged to make use of ICT resources.

Apart from the educational development of the students the college also focuses on their physical well being. Many indoor and outdoor activities are organized in the college from time to time.

Student Support and Progression

Since the inception of the College the interaction between teachers and students has been a strong one. Student activities were and continue to be planned around the needs of the students. Be it in the matter of cultural activities, sports facilities, scholarships or even the book bank, the socioeconomic

profile of the students has always been kept in mind. Even today many activities of the cultural committee provide the only kind of platform available to our students. The management have taken many supportive steps to enrich the knowledge of students i.e. provided financial support for the workshops of Tally, Digital marketing and various opportunities to keep the students in the pace of today’s world.

The main focus of mentoring students is to provide support to them with the help of various welfare facilities,

and to motivate the students to participate in co-curricular and extra – curricular activities. It empowers them and inculcates values of self- worth and responsibility. The students have shown much excitement and enthusiasm in engaging with the larger community, where the college has also extended its resources.

Governance, Leadership and Management

The foundations of our college were laid keeping in mind to build an institution of practical learning for students . It provides opportunities for students' growth through different student societies, NCC, different committees for action plans are formulated and implemented through the various committees comprising of faculty members. Feedback is sought through interactions with the stake holders like students, parents, UGC, University, and alumni.

The college functions in a democratic and decentralized manner which gets reflected in the functioning of committees of the staff council, societies and departments. The policies and plans concerning the academic and financial aspects are formulated and monitored through appropriate channels and forums like Academic Development Committee, Planning and Proposals committee, Time-Table committee etc. The grievance handling committee in the college takes prompt action on matters of student indiscipline or staff grievances, if any. The purchase and maintenance committees through established procedures, inter-alia, ensure the financial discipline at the institution level.

The college has a perspective developmental plan created by the Principal in consultation with members of the staff council committees, departments, and management. The College also ensures quality commitment in academic and extra-curricular activities, through diverse means like technology integration, research and development, faculty enrichment, skill up gradation, pedagogical innovations, and community initiatives amongst others. The management has a long-term view towards the starting of new courses, judicious use of infrastructure, community engagement, industry association etc. Quality commitment and assurance is in built in our system and permeates all tasks that we undertake. At a formal level, presently college is in the process of

Constituting IQAC as per the goal, guidelines and requirement of the NAAC.

Institutional Values and Best Practices

The principal goal of all education is to teach human beings how to live in harmony and help each other. This involves an important process of nurturing young minds with the highest human values, so that they become thoughtful, responsible and humane citizens.

Pedagogy outside the classroom has diversified into several interactive activities whose dynamism keeps alive the learning process. Innovations are indications of novel ideas and add a breath of fresh air to outdated

practices. Whether in the form of activities such as workshops or social outreach programmes, innovations are always welcome. Seminars promoting new approaches to studies, workshops to sharpen the analytical skills of students and introduction of Aerobics, Yoga, and Meditation into Physical Education are some of the innovations introduced. Library facilities have been updated; e-lessons have been prepared and offered, while cultural activities have diversified according to growing creative fields.

We have initiated Campus to Corporate training through UR Services which help to students to get sharpened and prepared for the corporate life. We have also CEPTA , Digital Mantra and Henry Education exploring the students for developing a practical approach in various fields. The Management of MIMT takes sincere efforts to continuously change and develop the ways of learning required in today’s educational field.

Some points on which main Focus is given by institute are:

1. Performance: The college conducts mentorship programmes to support students, faculty serve as mentors

2. Employability : A variety of certification programmes customized to suit the needs and requirements of students bridge the gap in curriculum based learning.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MANGALMAY INSTITUTE OF MANAGEMENT TECHNOLOGY
Address	Plot No. 8 and 9, Knowledge Park- II, Greater Noida,U.P.
City	GREATER NOIDA
State	Uttar pradesh
Pin	201310
Website	www.mangalmay.net.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Tushar Kanti	0120-9654281519	8368496582	-	director@mangalmay.org
IQAC / CIQA coordinator	Tushar Kanti	0120-2328400	9654281519	0120-7678387243	kanti.tushar11@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	02-09-2002

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Uttar pradesh	Choudhary Charan Singh University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	01-03-2005	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	View Document	15-06-2008	240	NCTE normally gives approval for lifetime so we have mentioned validity for two forty months

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Plot No. 8 and 9, Knowledge Park- II, Greater Noida,U.P.	Urban	6	7014

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BBA,Department Of Management	36	Intermediate	English	240	224
UG	BEd,Department Of Education	24	Graduation	English,Hindi	200	61
UG	BSc,Department Of Biotechnology	36	Intermediate	English	120	46
UG	BCA,Department Of Computer Application	36	Intermediate	English	60	19
UG	BCom,Department Of Commerce	36	Intermediate	English	60	31

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				6				15				29
Recruited	5	1	0	6	7	8	0	15	8	21	0	29
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				6				15				29
Recruited	5	1	0	6	7	8	0	15	8	21	0	29
Yet to Recruit				0				0				0

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

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				6
Recruited	6	0	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	6	0	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	1	0	5	6	0	0	3	0	20
M.Phil.	0	0	0	0	1	0	0	1	0	2
PG	0	0	0	2	1	0	8	17	0	28
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	4	0	6

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	78	198	0	0	276
	Female	51	54	0	0	105
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	23	44	7	0
	Female	14	22	2	0
	Others	0	0	0	0
ST	Male	1	1	0	0
	Female	2	0	0	0
	Others	0	0	0	0
OBC	Male	83	100	45	0
	Female	34	7	10	0
	Others	0	0	0	0
General	Male	152	113	82	0
	Female	72	57	30	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		381	344	176	0

Extended Profile

1 Program

1.1

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

Response: 05

File Description	Document
Institutional Data in Prescribed Format	View Document

1.2

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	03	03	03	03

2 Students

2.1

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
688	518	411	415	429

File Description	Document
Institutional Data in Prescribed Format	View Document

2.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
245	216	216	216	216

File Description	Document
Institutional Data in Prescribed Format	View Document

2.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
173	157	95	186	174

File Description	Document
Institutional Data in Prescribed Format	View Document

3 Teachers

3.1

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

2017-18	2016-17	2015-16	2014-15	2013-14
40	35	35	35	35

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
40	35	35	35	35

File Description	Document
Institutional Data in Prescribed Format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 33

4.2

Number of computers

Response: 150

4.3

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
427.19	272.68	243.58	262.59	342.91

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution deploys a number of action plans for effective implementation of the curriculum. As per the guidelines of CCS Management, lectures, tutorials and practical classes are carried out. The timetable of the college reflects the grid of lectures, tutorial and practical classes that are held for students. ICT is used in a big way to enhance the learning experience. e-lessons, lectures, 5 years question Bank and Case studies uploaded by the Institute for Life Long Learning, are brought to the notice of the students to explore the topics of the curriculum in greater depth. Industrial Field trips are organized to provide a sense of how the learning is put to use in the real world.

Steps Taken By the Institution For Effective Implementation of The Curriculum:-

Contribution of Academic Development Committee (ADC):-

The college has a committee namely Academic Development Committee (ADC) which implements the curriculum. This committee develops and deploys action plans effectively for the curriculum at the college level. The activities of the ADC begin before the commencement of the academic session in form of academic calendar considering the approved holidays and continue the same till the end of the academic year. This comprises of a core group of members and an extended group that includes all the Coordinator's of different departments. The work of the ADC commences with the scrutiny of the overall and teacher-wise workload of different disciplines which facilitates the preparation of respective time-tables. The norms to be followed in preparing the workloads are deliberated upon in the meetings, keeping in mind the rules communicated by Management from time to time.

ADC also facilitates the participation of faculty members in seminars, conferences, workshops etc. at national and international level. It helps in conducting department programmes and community outreach programmes as well. ADC plays a pivotal role in initiating research work in the college.

· ADC has made a significant contribution in facilitating the introduction of new courses which are BCA and B.Com in the college. The committee is striving hard to meet contemporary challenges, be it academic, or administrative.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document

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

Response: 13.89

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	02	00	01

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

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 40

1.2.1.1 How many new courses are introduced within the last five years

Response: 02

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 0

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

Response: 00

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

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

Response: 81.41

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

2017-18	2016-17	2015-16	2014-15	2013-14
542	416	345	316	377

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

1.3 Curriculum Enrichment

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

Response:

The diverse programmes offered in the three programmes, i.e. Bachelor of Business Administration, Bachelor of Education and Bachelor of Science (Bio-Technology) have incorporated the cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum.

On Gender: From the most fundamental concept of Gender to feminist philosophy and feminist thoughts; from understanding of basic concepts of gender to application of feminist research methodology; gender and its inter sectionality with the social phenomenon. These elements are incorporated at varying levels in the different disciplines.

On Environment and Sustainability: The multi dimension of environment and sustainability as a cross cutting issue is carefully placed. Various themes that are focused on are: green technology in management and life sciences; environmental laws; pollution; low cost housing; natural resource management; waste management; environment sustainability, rural development etc.

On human values, social commitment and ethics: Intellectual competence, moral uprightness, social commitment, spiritual orientation service to society are necessary. These elements are inculcated in the value system of the university community, learners on one hand and staff and faculty on the other side. Some of the human values that are integrated into the curriculum are: dignity of life, peace, harmony, acceptance and respect for diversity in religion, ethnicity, culture and gender, discipline and hard work, honesty and integrity of life, commitment to society, especially the less privileged, etc..

In the management program the course includes Communication skills (using English), having both theory and practice in the first and second semesters. The **Extra Academic Programs (EAP)** in each of first six semesters for all BBA are there and many programs are run for the education and the Bio Technology programs.

A few representative examples are:

1. Human Growth and Development
2. Society and Social Problems
3. Leadership and Social Responsibility
4. Personality Development
5. Peace Education and Conflict Management
6. Social Justice, Human Rights and Social Legislations
7. Governance and Community Development
8. Development Concerns and Women Empowerment

The detailed syllabus for all courses is attached for validation.

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

Response: 5

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

Response: 5

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 27.03

1.3.3.1 Number of students undertaking field projects or internships

Response: 186

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise

Response: B.Any 3 of the above

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document

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

Response: C. Feedback collected and analysed

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 16.79

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

2017-18	2016-17	2015-16	2014-15	2013-14
143	114	73	69	29

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 41.37

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

2017-18	2016-17	2015-16	2014-15	2013-14
688	518	411	415	429

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

2017-18	2016-17	2015-16	2014-15	2013-14
1300	1300	1100	1100	1100

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 46.36

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

2017-18	2016-17	2015-16	2014-15	2013-14
163	101	87	74	95

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

Response:

Assessment of the students

- Initially, the students are evaluated based on their performance in 12th level entrance examination. At the time of admissions personal interviews are conducted to gauge their level of knowledge.
- As a general practice, before the commencement of teaching of any course, the teachers interact with the students to ascertain their background, subject stream, medium of education, dispositions, aptitude match for the current programme, aspirations, and areas of interest, their learning needs and skills.
- Moreover, each faculty during the class hours identifies the slow or advance learners by interacting with them through mentorship program.
- During the course of time, a systematic evaluation process is used to assess the learning levels of the students. This evaluation process consist of written examination, group presentation, project, practical examination with viva, written assignment, surprise test and class performance.

Special programs for slow learners

- For the students from vernacular medium, special care is taken by conducting preliminary English learning classes so that those students are able to cope up with the rest of the classmates. The same is also provided to the students who are weak in English communication based on the feedback from the faculty members.
- Slow learners take the advantage of tutorial classes conducted by the faculty for one to one interaction.
- Faculty mentors provide their mentees one to one counseling on improvement areas.
- Bridge course for students are organized at the time of Orientation.

Special programs for advance learners

- Short term/refresher course like basic programming skills, workshops, training certificates, practical learning through industrial visit is included.
- Learning needs of the advance student are further fulfilled by activities such as free digital marketing training, six sigma training, google Adwords certification Course are been undertaken.
- Advance learners also attend Workshops/ Seminars/ Symposiums to keep them updated on various advancements.
- The co-curricular clubs of various departments of the University conducts special workshops to improve the hands-on skills of the students.

2.2.2 Student - Full time teacher ratio

Response: 86:5

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

Response: 00

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

Experiential learning

- Some students also conduct workshop in the field in which have they have more experience and knowledge compared to their counterparts.
- The students also take active part in organizing various extra and co-curricular events which help them in developing their management skills. Special programs on Woman’s day, Zeal (Inter College Cultural Fest), Independence day etc. are also conducted by them.
- Experts from industry share their experience with the students which prepares for the real time job scenario.
- Internships are integrated into the course structure of UG programmes.

Participative learning

- In participative learning, the students are given certain topics which are of utmost importance both academically and practically, they are then divided into groups and asked to read various articles or write ups and then to analyze and reflect on it. In this way they get an opportunity to conceptualize the theoretical aspects. It helps them in reflective thinking, problem solving and to logically question what was taught.
- Students undertake group activities such as project assignments, case-study analysis which leads to participative learning. The learning outcomes of these activities are discussed and shared with the entire class.
- They are also taken to field/ industry visits, study tours in India. It exposes them to the world of practical knowledge to hone their skills and abilities.

Problem solving methodologies

- The college adopts student centric learning method. Along with the classroom teaching and participative based learning, students are also involved in minor and major projects. The projects help towards enhancing the real life problem solving abilities of the students.
- The college further follows problem solving methodologies by challenging the students with assignments on regular basis to check their level of understanding on the subject. Moreover, quizzes are held from time to time to keep the students in a competitive environment and to check the overall progress of the class**.**
- Students carry out tasks like mind mapping on specific topics which helps them to widen their thinking capabilities**.**

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 40

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 43:3

2.3.3.1 Number of mentors

Response: 48

2.3.4 Innovation and creativity in teaching-learning

Response:

The objective of the College is to provide all-round education to all the students. To ensure it the following innovative approaches have been adopted in varying degrees by faculty members:

1. **Use of audio-visual medium**: Laptops and projectors provided in most classrooms are utilized to make power point presentations to assist lectures. Faculty members make use of movies, documentaries, interview clips, etc. to enrich students knowledge through discussions.

2. **Brain Storming Sessions:** are arranged to further their understanding of the texts through visual experience of literary texts. Some faculty members use to give brain storming questions for teaching learning process.

3. **Experiential mode of learning** with significant emphasis on reflection and connection with concepts is implemented. This involves conduction of experiential activities, games and role-play exercises which aim to foster a culture of freedom with discipline, and help students experience, explore, and express themselves.

4. Field visits,Teachers Training,internships, case studies and educational trips for enhancing understanding of applications of theories and relating text with environment and sustainable development issues.

5. **Creative writing exercises**, dramatization of literary texts, etc.

6. **Project based learning** that has a hands-on approach built in it, for which the College conducts small scale researches on the topic under study.

Innovation projects have also benefitted the students immensely with interdisciplinary exposure.

The college encourages teachers to attend workshops and refresher/orientation courses to adopt newer pedagogies.

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 23.79

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	09	08	07	08

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 25.45

2.4.3.1 Total experience of full-time teachers

Response: 1018

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 2.78

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from

Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 5.93

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

2017-18	2016-17	2015-16	2014-15	2013-14
05	02	01	01	02

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Continuous internal assessment

- Continuous internal assessment system is conducted either through class tests, presentations, and assignments, non-formal assessment based on observation of individual student’s participation in group work, classroom learning and initiatives. This assessment gives enough scope to the students to improve their performance and analyze their progress on a time to time basis.

This sytem includes:

1. Evaluation of Papers.

2. Summer Training Project report

3. Research Project Report

4. Comprehensive Viva

5. Teachers Training

To ensure a more comprehensive and continuous evaluation, the college adheres to a precise and clear process of internal evaluation, which constitutes 25% of the marks allotted to a student from in-semester continuous assessment, with two class-tests per semester, which form 25% of the internal assessment and 75% from the end-semester examinations.

Regulation on special examination for all Graduate students is applicable for those who on the completion of the final semester, have some 'F' graded courses in the two final semesters. Such students are given the opportunity to appear for the end-semester examination in these courses through a special examination which is conducted by the college within a month of the declaration of the results of the final semester.

File Description	Document
Any additional information	View Document

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

Response:

Evaluation of Papers

Every paper/course will carry maximum marks of 150 (100 marks for semester examination and 50 marks for internal assessment, as per rules). Internal assessment will consist of two components - first class test (30 marks), and second teacher assessment (20 marks). However in subjects like environment comprehensive VIVA is also considered. At the end of 6th semester the research project is also considered.

Question papers in semester examination will be divided into the following three parts:

Part 1: 09 marks

Containing three questions from the total syllabus which are compulsory to attempt.

Part 2: 12 marks

Containing three questions, one from each unit, out of which any two needs to be attempted.

Part 3: 10 marks

Containing a case study or practical problem or numerical as relevant in the subject, in case of case

problem, only one case will be given which will be compulsory. However, there may be maximum two practical problems or numerical with similar number of internal choices.

To ensure a more comprehensive and continuous evaluation, the college adheres to a precise and clear process of internal evaluation, which constitutes 25% of the marks allotted to a student from in-semester continuous assessment, with two class-tests per semester, which form 25% of the internal assessment and 75% from the end-semester examinations.

Regulation on special examination for all Graduate students is applicable for those who on the completion of the final semester, have some 'F' graded courses in the two final semesters. Such students are given the opportunity to appear for the end-semester examination in these courses through a special examination which is conducted by the college within a month of the declaration of the results of the final semester.

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

Response:

Department Level Grievance Redressal Committee and Institute Level Grievance Redressal Committee will look after college level grievances related to academic and non-academic matters. Grievance redressed cell of the department helps the students to approach for general and personal grievances.

After internal assessment, answer books are shown to all students. The internal marks of the students are then displayed on the notice board to ensure transparency in evaluation. The Head of the department primarily redress all grievances about evaluation, including the internal assessment marks awarded to the students. In case of dissatisfaction, the same is put before the Principal/Director.The committee appointed by the principal/Director looks after such grievances and redress the same.

For the purpose of investigating unfair means resorted to by students at the College level, the Student Grievance Redressal Committee shall be appointed by the principal/Director.

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

Response:

The institution adheres to the academic calendar for the conduct of CIE Academic calendar is prepared by Principal/Director, in consultation with HoD(s) .

In the beginning of the academic session the students are apprised of academic calendar and same is

displayed on the notice boards for the students.

1. Only head of the institution can incorporate minor changes in academic calendar which he may deem fit considering the unforeseen circumstances.

2. The Schedule of All Examinations is given in academic calendar.

3. The course teachers announce the syllabus and display question bank, Assignment-I and Assignment-II, list of case studies to be discussed as per the academic calendar.

4. Assignments are submitted by students as per the dates given in academic Calendar by the faculties conducting the course.

5. The slots of the Assignment-I, Assignment-II and sessional exam are mentioned in the academic calendar. Examination schedule of these exams is announced and displayed in advance by Dean (Academics).

6. Display of marks is also as per the schedule given in academic calendar.

2.6 Student Performance and Learning Outcomes

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

Response:

The Bachelor in Business Administration, Bachelor in Science and Bachelor in Education equips students with an understanding of the competitive environment in which private and a public sector organization operate, and provides student with the analytical and operational skills to resolve business problems in both sectors. The BBA, B.Sc. and B.Ed. program aims at developing a student's intellectual ability, executive personality and managerial skills through an appropriate blending of business and general education. The program assists the student in understanding and developing the unique leadership qualities required for successfully managing business functions, an organizational unit or an enterprise.

• The specific objectives of the program are to:

• To prepare the students for higher studies in business at home and abroad.

• To introduce students to a range of core business disciplines, including marketing, accounting, human resources management, internet systems and organizational behavior.

• To provide opportunities to develop and practice professional skills essential in the workplace.

• To prepare the Students will be armed with skills which will enable them to think critically, research and analyze information and apply it in modern business contexts.

• To make the BBA, B.Sc. and B.Ed. degree is many a times referred to as the golden passport, since it gives its holder an edge in the job market by opening more doors of opportunity.

• To meet the needs of small and medium enterprises as well as large corporations. It will give a professional qualification to those engaged in the administration and management of businesses and other organizations, including public, private and not- for-profit organizations.

• To improve professional communication skills and soft skills of the students along with enhancing administration skills in them.

• To help students to understand the various areas and explore various types of opportunities available in practical world of Business.

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

Response:

Every course has a specific set of objectives which is approved by the Management and the Course Outcome of the respective subject is designed by considering these Objectives. The copies of the syllabi are kept in the Institute library for students. The students are made aware of the learning outcomes through the Director's address in the beginning of the academic year in the form of induction program. At the beginning of every semester, every subject teacher conveys Course Objectives at the introductory lecture of respective subject / course. The faculty of every subject explains course objectives, evaluation pattern, marking scheme etc. to the students. Students attainment of CO, PO and PSO are assessed by customized evaluation pattern to suit the Course and its COs.: Evaluation includes: -- Seminar presentation/Short quizzes or objective questions/Home assignments/tutorials Extension Work/ Research Project/Teachers Training by an individual student or a group of students/ Role playing/Workshops etc. The Institute provides opportunities to students to exhibit their understanding through the medium of expression i.e. oral or written. The outcome of the entire exercise is that the evaluation method does not become a hurdle while evaluating students' attainment of CO, PO and PSO of specific Course. Students can optimally express their knowledge and this enhances their confidence. The Institutes follows the evaluation pattern prescribed by the University. This type of evaluation includes term end internal assessment, concurrent evaluations and External examinations conducted at the end of course. These examinations and results also measure the attainment of CO, PO and PSO.

2.6.3 Average pass percentage of Students

Response: 90.37

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 169

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

Response: 187

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.6

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
List of project and grant details	View Document

3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

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

3.1.2.2 Number of full time teachers worked in the institution during the last 5 years

Response: 76

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The college also motivates the students to prepare wall-papers, posters, exhibits to transfer the knowledge on recent issues. College subscribes to free subject journals, e-journals and other online resources. College also arranges industrial visits & study tours to impart subject knowledge to the students. College has soft skill development program for students which improves their communicative abilities. The faculty members are empowered to take up research activities utilizing the existing facilities. The college has a Research Cell to monitor and address the issues of research by IQAC. Motivating to undertake minor and

major research projects from various funding agencies. Creating research culture among faculty members and students. Following activities are conducted under this department. Functions of the Committee: Identification and assisting for finance from Management as well as funding agencies recommend undertaking minor and major research projects from various funding recommend the employees to increase their number of research publications.

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

Response: 19

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	7	3	0	0

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

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

Response: No

File Description	Document
Institutional data in prescribed format	View Document

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

Response: No

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

Response: 0.01

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	2	0	0

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

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

Response: 10.39

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

2017-18	2016-17	2015-16	2014-15	2013-14
92	87	76	68	51

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

3.4 Extension Activities

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

Response:

MIMT is a center of NCC unit, which takes the responsibility of community based activities. NSS unit organizes programs such as Tree Plantation, Swacch Bharat, Cleanliness drive, blood donation camp, Visit to orphanages, matdan jagrati abhiyan in the nearby villages. Organizing such events creates awareness about the society and their social responsibility.

Institutes organize awareness programs on gender equality, environmental awareness, cleanliness, Tree plantation in campus. NSS unit has organized guest talk on topics like gender issues, women’s security on different occasions.

Institute promotes faculties to organize and conduct different extension activities and workshop in other institutes. Under this, all departments have conducted many extension activities for society in viscinity and

at different other locations.

For holistic development of the students- tests, sports, cultural events, technical and non- technical events are organized.

- For intellectual development session on competitive exams and test are conducted.
- For emotional and individual development mentoring and counseling is done.
- For social awareness and development NCC programs are organized.
- Sport events are organized for physical development of students.

A systematic plan and event calendar is prepared every year with an aim to extend services in the neighbourhood community and sensitize students towards social issues and holistic development. These include Joining hands with Local governance (Gram Panchayat), Municipal Corporation, Police Public in general Adopting nearby villages. Celebration of birth anniversaries of National heroes. NGOs Camps on Blood donation, environment conservation.

File Description	Document
Any additional information	View Document

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

Response: 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	00	00	00

File Description	Document
Number of awards for extension activities in last 5 years	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 16

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., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
09	04	01	01	01

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

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

Response: 20.58

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

2017-18	2016-17	2015-16	2014-15	2013-14
173	119	58	74	98

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

3.5 Collaboration

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

Response: 93

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	42	19	28	0

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

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

- All the departments have well-furnished separate cabins for the faculty members with the atmosphere conducive for regular interaction with the students who come for counseling, guidance and clarifications.
- Internet facility is available in the faculty cabins with LAN connections, in addition to the Wi-Fi enabled for all the campuses.
- The students can access the internet in the computation centre as well as the Wi-Fi available in all the campuses. The internet facility is also provided in all the hostels.
- we have seperate library department wise.
- Mangalmay has in total 33 classrooms and seminar halls, out of which 15 classrooms are ICT facilitated.
- Faculty Members are given a notebook as a teaching-learning tool.

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

Response:

- Sports facilities for students such as Basketball court, Football ground, Volleyball court, Indoor Badminton court, chess etc. are provided.
- There are sufficient numbers of conference halls and auditoriums for organising cultural, literary and indoor sports events.
- Each floor is facilitated with water purifier/cooler for students/staff members.
- Each Floor has separate common rooms for boys and girls. These rooms are facilitated with indoor games such as table tennis, carom, etc.
- Separate Hostels for boys and girls .
- Mou's have been signed by the nearby hopitals such as Sharda Hopitals, Kailash Hopistal,etc.
- Campuses are under the surveillance of CCTV cameras.

Sport/cultural facility campus-wise:

Auditorium (1)

Conference hall (1)

Basketball courts (1)

Badminton courts (1)

Boys and Girls common rooms with indoor games facility like Table tennis,chess, carom, etc.

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

Response: 45.45

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 15

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

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

Response: 45.08

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

2017-18	2016-17	2015-16	2014-15	2013-14
100.43	136.76	115.24	42.37	24.72

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

4.2 Library as a Learning Resource

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

Response:

- The college has central library and three departmental libraries. There is an Open Access Catalogue for students and staff. The reading room is well furnished to accommodate students at a time and provides conducive environment for study. Exclusive reference section is available in the library. A visitor’s book is maintained for students and staff.

- New arrivals of books and journals are displayed on separate stands and racks.
- Security of resources is ensured through a system of checking at the exit point for all resources borrowed by the users. Visitors are also required to note the time of entry and exit. CCTV cameras are installed in the library for strict surveillance.

Web **Alice for Windows** facility is made available through Library Management Software to know the bibliographical details about the collection. Students can access from any location can search the library collection. Search by giving Title, Author, and domain can be carried out.

File Description	Document
Any additional information	View Document

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

Response:

MIMT library has a good collection of resources available for its users, Details as given below:

At present the library does not have any manuscript or rare books collections.

LIBRARY REPORT

Total Collection
37740

Title
7094

CD Record 472

Journal Bound Volumes 253

National Journals	46
International Journals	21
E- Journals	15
Magazines	08
News Paper	09

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

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

Response: D. Any 1 of the above

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

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

Response: 0.63

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.63	0.66	0.68	0.63	0.53

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

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

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 53.16

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

Response: 387

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has a well developed system for providing IT facilities to the users. Some of the facilities are as under:

1. Almost all the departments have LCD projectors, printers and scanners.

2. The computers and printers of all the departments have software installed in them and the Hardware is also maintained from time to time.

3. The college website is monitored and updated from time to time by the IQAC cell of the college.

4. The computers and printers of Administrative block and Computer Lab are connected in LAN.

5. The whole campus of the college has Wi-Fi facility with a speed of 30 mbps.

6. Number of system with configuration- Dual Core and 1 GB Ram with 500 GB Hard Disk.

7.Dedicated computing facility- The computers of the college are connected with printers and scanners wherever required.

8. Most of the computers have internet facility via Wi-Fi

9. The institute has software installed in English Language Lab, Computer Lab, and Library (Alice software)

10. The institute has 3 smart classrooms for better teaching learning process.

11. Most of the departments have LCD for Power Point presentation of students at UG level

12. Most of the departments have computers, most of which have Internet facility via Wi-Fi for preparation of power point presentation as teaching learning materials.

13. At UG level, the teachers use Internet for providing notes to the students wherever required and necessary

14. The maintenance of computer, Internet Wi-Fi networking, installation of software and maintenance and up gradation of hardware is done by contract basis selected by open tender.

15. The college take the help of experts for maintenance and repairs of computers and also for up gradation of its website.

16. Maintenance and up-gradation is done from time to time.

4.3.2 Student - Computer ratio

Response: 211:46

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Response: 20-35 MBPS

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

Response: Yes

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support

facilities excluding salary component, as a percentage during the last five years

Response: 1.04

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

2017-18	2016-17	2015-16	2014-15	2013-14
2.64	2.22	3.38	5.24	1.32

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

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

Response:

The college has maintenance committee that oversees the maintenance of buildings, classrooms and laboratories.

• The maintenance committee is headed by the Registrar who in turn monitors the work of the Supervisor at the next level. The Supervisor is accountable to the Registrar and functions as the coordinator who efficiently organizes the workforce, maintaining duty files containing details about their individual floor - wise responsibilities, timings, leave etc. The maintenance officer conducts periodic checks to ensure the efficiency / working condition of the infrastructure.

• Adequate in - house staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus so as to provide a congenial learning environment.

• Classrooms, Staffrooms, Seminar halls and Laboratories, etc are cleaned and maintained regularly by Non - teaching staff assigned for each floor.

• Wash rooms and rest rooms are well maintained. Dustbins are placed in every floor.

• The Green Cover of the campus is well maintained by a full time gardener.

• Optimum working condition of all properties/ equipment on the campus is ensured through annual maintenance contracts (AMC). The AMC purview includes maintenance of Generator, Air Conditioners, CCTV cameras and Water Purifiers. Apart from contract workers, the college has trained in - house electricians and plumbers.

• Lab assistants under the supervision of the System administrator maintain the efficiency of the college

computers and accessories.

• Parking facility is well organized. It is efficiently maintained by annually renewed contract employees.

• The campus maintenance is monitored through surveillance Cameras.

• Every department maintains a stock register for the available equipment.

• Proper inspection is done and verification of stock takes place at the end of every year.

• The civil and electrical work is adequately monitored and maintained by the Estate office.

• Periodic reporting on requirements of repairs and maintenance are submitted by the HODs to the Administrative office. The requirements are collectively processed in every semester break so as to keep things ready for the new semester.

• Pest control of library books and records is done every year by the maintenance department.

• Estate office manager and his team are involved in the maintenance of infrastructure facilities. This team looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing and house- keeping.

• The non-teaching staff is also trained in maintenance of science and computer equipment.

• The Estate office workers look after the maintenance of rest rooms, approach roads and neatness of the entire premises. Housekeeping services are regularly executed and monitored.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 15.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
103	148	82	17	49

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.1.3 Number of capability enhancement and development schemes –

1. **For competitive examinations**
2. **Career counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and meditation**
8. **Personal Counselling**

Response: E. 3 or less of the above

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

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

Response: Yes

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

5.2 Student Progression

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

Response: 44.92

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

2017-18	2016-17	2015-16	2014-15	2013-14
75	66	51	80	74

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

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

Response: 52.02

5.2.2.1 Number of outgoing students progressing to higher education

Response: 90

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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) year wise during last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	9	8	5	0

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

5.3 Student Participation and Activities

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

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

Response:

College creates a platform for the active participation of the students in the various academic & administrative bodies including other activities. This empowers the students in gaining leadership qualities, rules, regulations and execution skills.

Its selection, constitution, activities and funding:

1. Each council has a representative council, which is called Class Committee and includes student

members too.

2. The student members bring forward the views and suggestions of the entire class with respect to the faculty, subjects, syllabus and other things related to the class.

3. The composition of student members is of one topper, one average and one slow learner (the one who has more integrity with other students) of each section are nominated as class representatives, for all the sections from I Year to Final Year.

4. The Student Council helps students share ideas, interests, and concerns with lecturers and principal. They often also help raise funds for -wide activities, including social events, community projects, helping people in need and college reform.

5. Various programs like paper presentations, workshops and seminars are organized by these bodies every year. We have formed 6 student committees such as:

Library committee

Cultural Committee

Department Exam Committee

College Academic committee

Discipline & Anti-Ragging Committee

Sports & Games Committee

Health & Public Awareness Committee

The funding for various activities of the internal college bodies is provided by the College Management.

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

Response: 8.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	9	8	8	8

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

5.4 Alumni Engagement

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

Response:

The Alumni Association has a robust mechanism. It acts as a bridge between the former students, current students and authorities. The institute regularly interacts with the Alumni Association and through it also organizes Alumni meet ones in a year and collects the addresses of the Employers through the feedback given by the Alumni. Events:

1. Technical Alumni Meet
2. Blood Donation Camp
3. Donation of Clothes and Items to needy
4. Dinner gathering
5. Tea Meet
6. Creativity contests for students
7. Assitance in Placement Activites
8. Lectures By Alumni's

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

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

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

To create a vibrant and responsive Institution aimed at attaining outstanding academic levels through inputs of excellence, thereby shaping professionals of tomorrow with the purpose of adding value to society thereby contributing towards nation building.

Mission

To provide, nurture and maintain conducive environment for academic excellence, research and entrepreneurship to prepare competent, ethical and socially responsible pharmacy professionals.

Quality Policy

To provide value-based quality education maintaining pace with changing technology to produce competent and skilled professionals ready to accept global challenges.

Quality Objectives

1. To create a pro-active environment, conducive for overall professional growth.
2. Enhance students analytical outlook for strategic decision making in the dynamic Indian and International business scenario.
3. Making professional education, career oriented, challenging and value added.
4. Inculcating a culture of innovation and imparting quality education

Reflection of Mission and Vision in the leadership of institute

1. **The policy statements and action plans:**

The management and Head of Institution (director); actively participate in GB and LMC/CDC for ensuring that the policy statements and action plans are aligned for attaining the mission of institute, disseminates the vision and mission to all stakeholders and involve them in forming the policy statements.

The Head of Institution makes action plans in consultation with faculty members to review of outcomes from the implementation of action plans through meetings with functional committees and makes necessary changes in action plans if required. The management takes review of quality policies and makes amendments in quality policies if required.

1. **Formulation of action plans:**

The action plans are formulated in line with quality policy under the leadership of the Head of Institution and the same are incorporated into strategic plans for effective implementation.

1. **Interaction with stakeholders:** The Head of Institution ensure that all stakeholders are involved in different activities.

4. Proper support for policy and planning:

The requirements of the society for policy making and planning are collected by the Head of Institution through interaction with various stakeholders.

1. **Reinforcing the culture of excellence:**

For the reinforcement of cultural excellence, the vision, mission, short term and long- term goals, quality policies are kept wide open to all stakeholders for their suggestions, necessary training is provided to its faculty and supporting staff for their development and motivates the team building and team work to create healthy work culture.

1. **Champion organizational change:**

During this span of time institute has adopted many changes to attain its vision and mission.

Perspective Plan:

The perspective plan for next five years of the institute includes accreditation, research centre, autonomy, centre of excellence and collaborations for higher studies and student placement.

Participation of the teachers:

Through participative management, the faculties are involved in various decision- making bodies of the institute.

6.1.2 The institution practices decentralization and participative management

Response:

Decentralization is having a significant impact on policy, planning and management of education. To promote quality of education to all sections of people in academic, social, political and aiming to develop a responsible management. At the same time, decentralization is seen as a means of improving the efficiency of education system and the quality of educational services. At various levels the college grooms the leadership. Governing body, Management,Director, Principal, IQAC Members, Steering committee, teaching staff, non-teaching staff, supporting staff, Stakeholders, Aluminies and various committees jointly empowered to propose, design, formulate and execute their plans within the frame work of governance. The Academic, Administrative, NCC, IQAC all are working together for the smooth running and over all functioning of the college.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

To improve academic programmes, build better lives with management skills for our students our institution plans the syllabus along with different strategies to achieve its goals which reflects in institutional perspective plans. We make Prospectus of the college in the beginning of the year. This is circulated to all the departments to reach our target. As per the academic calender national or international seminars are conducted along with educational trips. We introduce new programmes with new combinations in UG as per the need of the hour which are certificate/Training courses, add-on courses, and skill development courses. Teachers and students are encouraged to attend and present papers in reputed journals, national or international seminars etc. The college encourages the students for different educational trips like visiting industries for research, extension activities and also to extract finance from

industries under corporate social responsibilities. An example or case study as per the strategic plan is that our college provides legal, health, psychological and placements counseling for our students which make them to stand on their own individuality. The girls effectively participated in the various discussions and learn to overcome their problems. They in their verbal feedback express happiness and also share their experiences how they have overcome the serious situations.

A student of B.B.A. in the academic year 2014-2017 was very much depressed with her sister's marital problems. She attended above said legal counseling and helped her sister to take a right decision in her legal matter and helped them to have a better life now. The girl decided to help others also in the future by giving them counseling. This is one of the best case -study. Under psychological counseling a psychological counselor is appointed who regularly comes on every Saturday to the college. Interested students who want to discuss their problems they visit the psychological room and meet the counselor.

Now a day's students are depressed, over excited and want to achieve many things in short time. In this modern technological society their expectations are very high and are away from reality and happiness. A case study of a student from B.Sc (Bio-Tech) 2013-2016 batch was very much disturbed and was distracted from her studies. The teachers and the counselors helped her to overcome her problem and she scored Good rank in her PG (Biotechnology) entrance exam. She had expressed her happiness and we are proud of her hard work and confidence that she developed now. Her parents also have expressed their gratitude to the institution for providing such an excellent and result oriented psychological centre Counseling.

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

Response:

Patron is the Chairman of the Governing Body. The Governing Body is responsible for Policy making and to verifying the reports through the Secretary & Correspondent. The decision making procedures are made at appropriate levels in the organizational hierarchy. Statutory bodies such as IQAC Cell, Anti-ragging Cell etc., as per the university/ government guidelines are also included in the organizational structure of the institution. A committee comprising of faculty members and administrative staff are involved in the planning and implementation, academic audit and evaluation. There are different bodies that give academic and administrative leadership to the institution. An optimum level of decentralization through the autonomous departmental system and participative decision making process are in practice.

Service Rules:

The institution strictly follows the service rules according to the University norms. The institution runs for 8 hours. The teaching and non-teaching faculty have the benefits of HRA, Fridge Benefits, Casual Leaves, Earned Leaves , Medical Leaves and Maternity leaves etc., Recruitment is taken place according to the norms of the Governing Trust, a body comprising of Secretary, Dean Academic Affairs, Director, Principal, HOD and Subject experts decides the worthiness of the faculty member by his/her performance in the interview according to the parameters they are looking for.

Promotional policies:

Grievance Redressal Mechanism:

Once the members of the faculty, non-teaching staff or supporting staff concerning their appointments or employment where the grievances relate:

1 To matters affecting themselves as individuals

2 To matters affecting their personal dealings or relationship with other staff members of the college or students

3 If other remedies within the faculty, staff, department or other similar area have been exhausted, the member of the staff may raise the matter with the Head of the department or similar authority.

4 If the staff member is dissatisfied with the result of approach as mentioned above or if the grievance directly concerns the HOD of the department , the staff member may directly approach the Principal for the redressal of his/her grievance.

5 If the Principal feels that the grievance is trivial or invalid, he will take no action upon it. If he feels otherwise he shall inform the grievance committee and take the action accordingly

6.2.3 Implementation of e-governance in areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination**

Response: C. Any 3 of the above

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

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

Response:

Governing Body ….Minutes of Meeting

I. Agenda (List out the points to be included)

II. Discussions & Resolutions (List out the points to be discussed) Discussions (List out the points to be discussed)

(i) Ratification of Principal

(ii) SWOT (Strenghts,Weeknesses,Opportunities,Threats) analysis (List out the points to be discussed)

Resolutions (List out the points to be discussed)

III. Suggestions by the governing body members

1 Outcome should be good

2 Results of the over all institute irrespective of the branch should be improved

3 No. of students joined and no. students discontinued list should be maintained

4 No. of students with distinction/ 1st classes should be maintained

5 To make a note that results or the index of the teacher's performance ? S

6 Student's assessment and feedback should be taken into consideration

7 In person feedback from students has to be maintained

8 To present the investments in R&D Cell

9 To identify the focused area of research in R&D Cell

10 To maintain records of all necessary committees Frequent industrial visits to be conducted with prior permission from concerned authorities

11 Maintaining good track record of placements especially for core jobs

6.3 Faculty Empowerment Strategies

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

Response:

1. Infrastructure:

- Teaching and Non-Teaching
- Hygienic working environment
- Well maintained, individual work stations

2. Increments:

- Teaching
  - Annual and special increments on emoluments
  - Appreciation on award of PhD
- Non-Teaching
  - Annual and special increments on emoluments

3. Leave

- Teaching
  - Vacation leave based on academic calendar
  - Casual, Maternity and Sick Leave as per policy
  - Duty leave for attending conferences, congresses, symposia and seminars, delivering lectures in institutes and colleges
  - Special leave for exigencies which may arise
- Non-Teaching
  - Casual, Maternity and Sick Leave as per policy
  - Adjusted leave which can be availed during the time of vacation period in the academic calendar of the Institute
  - Special leave for exigencies which may arise

4. Personal and Professional Development:

- Teaching
  - A Professional Development for faculty as per the policy to motivate research, cross-disciplinary cooperation and collaboration with high quality research Institutions and Universities in the country and internationally.
  - Discounted rate for the faculty of the Institute for Diffrent Training Programmes training resources, movies, newspapers.
- Teaching and Non-Teaching
  - The Institute organizes specific needs based personal and professional programmes development programmes every semester. These programmes are delivered by established, known experts in their respective fields.
  - Yoga Classes are conducted for health and relaxation techniques.
  - An Annual Appreciation day at the end of the calendar year honouring and celebrating the contribution and successes of each and every faculty and staff member of the Institue
  - Counselling services are offered through a Wellness Centre.

  - **5. Financial Support**

  - Teaching and Non-Teaching
    - In the past 5 years, the Institute is committed for the financial support towards instances of personal emergency situations and provide advanced an interest free amount against salaries based on requests from Teaching and Non-Teaching staff.

- **6. Health**

- Teaching and Non-Teaching
  - The Institute provides a contributory and voluntary support for teaching and non-teaching staff members for ease in accessibility to comprehensive health services.

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	9	7	4	3

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

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

Response: 13.79

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

2017-18	2016-17	2015-16	2014-15	2013-14
23	2	1	0	1

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

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

Response:

In Mangalmay Institute of Management & Technology Performance Management is embodied as process for a “Continuous Improvement for Success” establishing a shared understanding about what is to be achieved and how it is to be achieved. It is an approach to enrolling people in the vision and mission of the University and increases the probability of achieving success. In our College, the performance management has evolved from an annual performance appraisal system to a system of “Continuous Improvement for Success”. There are specific interdependent key roles of the Designated Supervisor (Coach), Employee (self-managed development) and Human Resources (Facilitator). Every semester, students have the opportunity to provide feedback to Faculty Members through an online system which is compiled in individual reports by Human Resources and submitted to each faculty member in one-on-one meetings. The report highlights the strengths and areas of improvement for each faculty member and the rating given by students on critical identified and weighted criteria of the teaching-learning process.

Every department also charts a vision, mission and action plan aligned with the University vision and mission. The action plan is a calendar for events and activities to be initiated or executed by the department in the course of one academic year. This plan is either reviewed during the academic year based on priorities or annually. At the end of the academic year, the department reviews the action plan based on weightage and reviews the vision and mission if necessary, in adherence to the direction that the department would like to take towards fulfilment of building a centre of excellence.

Each faculty member further has the opportunity to self-appraise their efforts towards teaching-learning and evaluation related activities; co-curricular; extension; professional development related activities and research and academic contribution. The self-appraisal also enables administrative and non-teaching staff members to evaluate their work priorities and performance versus the vision and mission of the College.

Apart from the departmental review of action plan and self-appraisal, the review of priorities and performance by designated supervisors ensures that there is a long term strategic alignment of activities and overall objectives with the vision and mission of the University. The system of Performance Management at the University therefore stretches beyond annual performance horizons.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The process of resource mobilization begins with the formulation of resource mobilization which includes the mobilizing financial and other such resources. The management of the institution has audit facility. Our ex Professor and a qualified auditor Prof. J.B. Sharma conducts the internal quarterly audit. Accordingly he suggests the changes for the next quarter and offers his comments on the good and bad practices. As a part of continuous reformation every principal/Director is asked to follow his instructions seriously and act accordingly. The proposed budget allocation is discussed in the meetings of the management and finalize after the due consideration. The external audit is conducted by professional and qualified chartered Accountants of M.B. Gupta and Co. since its inception. The auditors with their team visit the college thrice a year for conducting external audit. All the registers and books of accounts are verified promptly on time before the completion of every financial year. This audit report is discussed every year in the principal/Director meeting which is a regular part of the management’s best practices in the campus. All the principals are requested to follow each and every instructions and suggestions given in the audit report. The internal auditor verifies whether the given suggestions are taken into consideration or not. The institution has maintained its record of submitting its fully audited report to the office of the commissioner of charity at district level and with the income tax department promptly on time. The institutional auditors never remarked or raised an objection to any of those issues in the report. During these audits a team of qualified auditors checks and verifies all the vouchers and transactions that are carried in each financial year. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future. The institute regularly follows Internal & external financial audit system. In addition to these internal and external audits, the government also conducts its audit after every three years. The last audit was conducted in 2018 which has no major issues and objections to note.

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

Response:

MIMT is a self-financed institution, where the funds are generated through the fees paid by the students. Deficit is managed by taking advance from the parent trust. These funds are utilized for the research and laboratory development. The institute has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the academic processes and infrastructure development.

1 Institutional budget is prepared by Director every year taking into consideration of recurring and non-recurring expenditures.

2 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., R& D Cell, Exam Cell, T&P Cell, NCC Cell, etc. are instructed to submit their budget to Dirtector.

3 All the major financial decisions are taken by the Institute's Managing Committee and Governing body (GB).

4 As and when urgent requirements arise it is given after sanctioned revived from corporate office. All the major financial transactions are analyzed and verified by the governing body under different heads like

5 Research & Development

6 Training & Placement

7 Software & Internet charges

8 Library Books / Journals

9 Repair & maintenance

10 Printing & stationary

11 Equipment & Consumables

12 Furniture & Fixtures

1. Institute adheres to Utilization of budget approved for academic expenses and administrative expenses by management.

2. After final approval of budget the purchasing process is initiated by purchase committee which includes all head of departments and account officer, accordingly the quotations called and after the negotiations purchase order are placed.

3. The payments is released after delivery of the respective goods it is done as per the terms and conditions mentioned in Purchase order.

4. All transaction has transparency through bills and vouchers. The bill payments are passed after testing & verification of items. Only authorized person operate the transaction through bank.

5. Respective faculty member ensures that whether suitable equipment/machinery with correct specification is purchased.

6. The entire process of the procurement of the material is monitored by the Purchase committee and Principal at institute level then the finance department at corporate office level.

7. Financial audit is conducted by chartered accountant every financial year to verify the compliance.

6.5 Internal Quality Assurance System

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

Response:

Best Practice 1: Guidance to advanced and slow learners:

Institution conducts an orientation program for all newly admitted students to make them aware of program structure, examination scheme, various courses in the program and career opportunities in Pharmacy profession. From academic year 2019-20, the Institution has adopted the policy to identify advanced learners and slow learners by following techniques.

1. Review of their MH-CET/GPAT score

2. Aptitude Test evaluation

3. Performances in first Credit/first Sessional examinations are reviewed to monitor their learning levels.

Faculties and Mentors evaluate above data and categorize students as advanced and slow learners and provide them suitable guidance. Special programs organized and implemented by the institution for slow learners are Remedial Classes, Guest Lectures, Class Tests, Counseling by Mentor along with use of LMS like MOODLE. At the same time special programs are organized and implemented by the institution for boosting creativity, leadership and intelligence of advanced learners which include Group activities, Conferences/Seminars, Poster preparations, Participative learning, Peer teaching etc.

This activity positively contributed to cater to the diverse needs of the slow learners and the advanced learners boosted the ability of the slow learner to comprehend difficult topics easily, recalling the answers of questions, clarity in practical knowledge of experiments, cope up English language difficulties, build confidence and helps in overall development of the students. Similarly this activity helped advanced learners to boost their recreational domain and inculcates research, leadership qualities. The Institute

has also helped to develop creativity and scientific temper, self confidence and subject knowledge among the advanced learners.

Best Practice 2: Structured feedback for Design and Review of syllabus:

As our Institute is an affiliated institute to CCS, we follow the curriculum prescribed by affiliated university. But to provide the latest knowledge to our students IQAC in its meeting suggested identifying the curriculum gap by collecting the feedback from our stakeholders in structured feedback form. Under this 5 question were asked to each stakeholder.

1. Overall opinion about content of syllabus.

2. Addition of new contents in existing syllabus.

3. Deletion of sub portion from existing syllabus.

4. Addition of New course in program.

5. Time required for completion of syllabus.

The report of analysis of feedback was received from different stakeholders (students, teachers, alumni, parents and employers) and report of analysis was prepared. As per the feedback/suggestions collected from different stakeholders curriculum gap was identified and to fulfill the curriculum gap & to take actions against suggestions/feedbacks received from different stakeholder institute has conducted workshops, seminars and guest lectures. To update the student with the latest technology faculty use videos, animations, Journals, Periodicals, etc. Different technical and cultural activities are conducted. Industrial visits and Industrial Tour are arranged every year. The institution offers ‘Certificate Course and ad on programs for students of B.B.A., B.Sc. and B.Ed. students as a value added course. The outcome of this activity is that students developed skills to work in Clinical Research, develop leadership, time management.

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

Response:

The IQAC has been monitoring the quality of teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals during its quarterly meetings in every meeting it includes to discuss the learning outcomes in agenda in each semester. The IQAC takes care to maintain the quality in the process of teaching learning and evaluation. Two Examples of Institutional Reviews and Implementation of Teaching, Learning Reforms facilitated by the IQAC:

1. Examination Reforms

2. Feedback collection from students on Teacher Efficiency and administrative mechanism

Examination Reforms:

A meeting was conducted on 10th September2018 to discuss the impact of change in the examination duration of 1 hours to 1 hours 30 minutes for facilitating the affiliated university system. Considering this change, and change in the pattern of questions, the IQAC committee discussed this issue and proposed to change the mid semester exam duration accordingly. So it was decided by the committee to increase the duration of mid semester exam to one hour from one and half hours. It was also decided to include three questions in the paper having one question based on practical questions. Accordingly, the mid semester examinations duration has been changed according to the recommendations of the IQAC committee.

Feedback collection from students on Teacher Efficiency:

In order to ensure promising learning output, the IQAC regularly collects online feedback on teachers' performance and methodology of teaching. The IQAC, after receiving the data, analyses it online and interprets the same. On the basis of the drawn conclusions, it takes necessary action if it identifies any dissatisfaction from the students on any aspect of teacher efficiency. Accordingly, it submits the feedback reports to the Principal for further action. The principal discusses the report with the management in the principal's meeting and seeks their suggestions for addressing the issues. Appropriate action is taken amicably to settle the matter. If any teachers require personal counselling, the management calls a meeting with the head of the institution and the individual teacher and discuss the matter.

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

Response: 2.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	2	3	1

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

6.5.4 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**

3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

Response: C. Any 2 of the above

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

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

Response:

SWOC analysis is conducted periodically. Our Institution makes sure that the programmes offered in the curriculum and outside the curriculum include contribution to national development, fostering global competencies among students, inculcating a value system among students, promoting the use of technologyand quest for excellence. Our college efforts to ensure that the curriculum bears a thrust on these core values include the initiative for contribution to national development. The institution uses education as the tool for empowering women . It seeks to address the all round development of the students enrolled in the various academic programs it offers. The major improvements took place in the following aspects:

The institute has arranged certificate course in English for both faculty members and students to enhance their communication skills. The English Language Laboratory is well developed, making the students ready for placements. Mock placement E-Classroom facilities are provided to every department for a conductive learning/interaction between faculty and students. Industrial visits are arranged periodically by the departments to give the students a practical knowledge and exposure to industrial practices. Mock placement interviews are conducted by the HR professionals of the industries. The institute has a comprehensive Placement training department which is executed through qualified staff and experts from outside.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2

1. **Institution shows gender sensitivity in providing facilities such as:**
    1. **Safety and Security**
    2. **Counselling**
    3. **Common Room**

Response:

a. Safety and Security:

1)The institute has installed CCTV cameras in phase wise manner at the entrance gate, library, cafeteria, laboratories, entrance of academic building, exam room, first floor open areas, entrance of hostel buildings. Total of 51 cameras are installed and continuously movement of students, faculty, staff is monitored. Separate server space is allocated for back-up of CCTV camera recording. This ensures safety of security of students as well as staff members.

2) Student in/out movement is recorded in the register available at the main gate. As per hostel policy, students are not allowed to go outside the campus after 9 PM. If any student is found not following the hostel rules and regulations, his/her parents are informed via phone call.

3) To educate the students regarding safety, Institute has conducted various programs related to safety and security of girl students.The Guest lecture was arranged which discussed about advantages & disadvantages of use of social media as well as discussed different cases of girls who were threatened due to hacking of their profile in social media.

4) one day seminar for girl students, was organized by the Institute in collaboration with Student Welfare board.

b. Counseling:

Student counseling is done by faculty mentors at the department level, in case they have any academic difficulties. In case of other difficulties, one specialist Counselor is appointed by the Institute for student counseling for 1 day in a week. Students are encouraged to take help of the Counselor by taking prior appointment.

c. Common Room:

The institute has allocated separate rooms for boys and Girls in the main academic building. Students can study with their friends during the free time period. Facilities to rest and study are made available in those common rooms.

7.1.3 Alternate Energy initiatives such as:

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

Response: 50

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

Response: 120

7.1.3.2 Total annual power requirement (in KWH)

Response: 240

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 67.5

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

Response: 27

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 40

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

7.1.5 Waste Management steps including:

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

Response:

Institute has 11 green and 11 blue dustbins for solid waste and liquid waste. This waste is disposed off from the campus through authority Wagons which is utilised in diffrent feilds for agriculture and other resources. College has a green enviornment and fully committed for improvement of enviornment of nation.

a) Solid Waste Management:

Solid waste is collected from hostel rooms each morning by housekeeping staff in separate containers and assembled at the waste yard marked as Garbage Collection Pit at extreme end of the campus. Here the dry waste including paper/plastics etc. is segregated and sent in vans to recyclable joints and/or PMC collection centres. Separate garbage collection bins are kept for dry/ recyclable waste in laboratories, library, classrooms etc. The wet waste is recycled along with Cafeteria waste for soil manure/fertilizers after processing the same in a pit created for such purpose. This manure is used in our own garden for vegetation and garden proceeds/vegetables are made available to all staff members.

b) Liquid Waste Management:

During summer time, water in hostel rooms is restricted for 3 Hrs. in the morning and 3 Hrs. in the evening. Also hot water is stored in overhead tanks and supplied to hostel rooms and an initiative is taken to restrict hot water from 6 AM to 9 AM each morning for bathing, thus reducing wastage of hot water.

Recycling of water:-

Water from wash basin /bathrooms of hostel rooms is stored in two water tanks which is used for gardens, landscaping and vegetation keeping the campus green at all times of the year.

c) E-waste Management:

Disposing of old, out dated and non-working electronic items such as monitors, computers, keyboards, mouse, power supplies, printers, batteries etc. is a big problem because these material contains some kind of hazardous materials like lithium, lead, zinc etc. and improper disposal of these items is harmful for living beings. The institute has identified vendors for E-waste disposal. The electronic equipment that needs to be disposed is collected at a central store and then handed over to the certified vendors. Ewaste

is disposed as per prevailing norms without harming the environment.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Our college has rainwater harvesting structure in the campus. The rainwater is accumulated and deposited for reuse. The water collected is directed to a deep pit of bore well and it can be used later. Even the ground water is directed towards the plants. R.O. water is provided for the drinking purposes and waste water is used for gardening and cleaning purpose. The new wing was constructed in such a way that during the rainy season the rain water from the terrace directly flows to the system of rain harvesting pipeline and it directly reaches to the bore well sump where percolator is installed to prevent the garbage going inside the sump. The collected pure water directly goes to the bore well pipe and reaches to the underground sump. The accumulated water fulfils the required water resources of the institution throughout the year. Because of this the underground water level in the soil are increased and the bore well pumps more water for the use. The institution maintains lush green campus with beautiful plants and trees in all seasons. In spite of having maximum number of students, the institution does not face any water crisis even in the summer time.

7.1.7 Green Practices

- **Students, staff using**

a) Bicycles
b) Public Transport
c) Pedestrian friendly roads

- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

a) Bicycles:

The faculty members and students residing nearby are encouraged to come by bicycles. Thus we prevent the emission of carbon dioxide in the campus.

b)Public Transport:

The institution is located just less than 1 km from the highway. So we encourage our faculty members and students to use the public transport for safety, security and fuel conservation. Pedestrians Friendly Roads The campus has wide, well maintained black top roads, covering every nook and corner of it. It has foot paths on both the sides.The surrounding Walker’s Club members also use our roads frequently in the early mornings and late in the evenings. Plastic free campus: Use of plastic bags and cups are discouraged in the

campus. Even in the canteen usage of steel plates/ leaf plates and steel cups or paper cups are mandatory. Paperless office: The Management has taken keen interest to make the office a paperless office.

1.The accounts/office and academic information is stored and maintained through systems only

2. The complete campus is Wi Fi enabled, making it much easier for paper less activities

3. Even the official information and circulars are preferred to be sent only through mails. Green landscaping with trees and plants: The institute has taken several measures for planting to make Green Campus. 50% of total area is covered with trees and lawns. A number of trees exist at different places in the college. Tree plantation in the campus is the regular activity of the NCC.

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

Response: 0.73

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

2017-18	2016-17	2015-16	2014-15	2013-14
2.78	2.52	1.95	1.87	1.90

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

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

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

Response: D. At least 2 of the above

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

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

Response: No

File Description	Document
Provide URL of website that displays core values	View Document

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

Response: Yes

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

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

Response: No

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

Response: No

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

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

Response:

Institution Organizes National Festivals and Birth and Death Anniversaries of great Indian Personalities with enthusiasm. Our students are on a mission towards better India by breaking the boundaries of religion and caste. Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programs conducted on these days. The institution practices pluralist approach towards all religion functions and encourages the students and faculty to showcase the same. Every year our institute organizes the national festivals and birth / death anniversaries of the great Indian personalities. Staff and students get to know the importance of national integrity in the country in general and their role in it in particular.

1. 26th January Republic Day:

Republic Day is celebrated on January 26 to commemorate the adoption of constitution. On this day, various formal events including flag-hoisting and march-past are organized and which are followed by “constitution awareness program” in which students and staff members got information of their duties towards our nation and rights given to them by our constitution. By organizing such type of events institute does its share to immersed patriotism and awareness to next generation.

2. 15th August Independence day:

It is celebrated every year along with all other Pravara Educational institutions. It is a grand event marked with the flag hosting by the Chief Guest and well-practiced march-past by many teams of Security Personals. cultural activities related to independence movement are exhibited

3. 5 th September(Dr.Sarvpalli RadhaKrishnan Birth Anniversary):

On 5th September, we celebrate Dr. Radhakrishnan’s birthday as Teacher’s Day with great fervour. The students organize a programme for the teachers and the Guru-Shishya parampara is celebrated.

4. 2 nd October Mahatma Gandhi Birth Anniversary.-

A standout amongst the most mainstream events in India and one of the three national occasions, Gandhi Jayanti is praised in our Institute on 2nd October of consistently to stamp the birth commemoration of Mahatma Gandhi. Gandhi was additionally famously known as the Father of our Nation, Bapu or basically Mahatma. The day is announced as a national occasion and all institutes and workplaces are closed on this celebration. The standards of truth, peacefulness and trustworthiness are recalled and generally plugged among the students of the institute.

5. 31st October As Ekata Divas (Birth Anniversary of Sardar Patel)

it is celebrated as National Unity Day.

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

Response:

The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions; the following are the few means which shows the means of transparency:

Our Institute is affiliated by Chaudhary Charan Singh, so the institute abides by the terms of the university.

o Admission is an online process which is strictly on the basis of merit in accordance to the government reservation policies.we also have some direct management seats.

o There is academic committee in the college which monitors every academic activity of the college.

o Important notices regarding college are regularly posted in the college website to ensure complete transparency in all its functioning.

o The institute maintains transparency in its financial, academic, administrative and auxiliary functions.

o It has proper system outline taking care of ethical and human values responsible for transparency. The institute's financial transaction Audits are being carried out yearly by external auditor.

o There is anti-ragging committee in the college for prevention of ragging.

o There is Mentoring committee for personal counseling of students.

o It ensures that all the financial transactions, reports and documents are completed with integrity. Institute presents timely and accurate information to the University community, alumni etc as well as state government.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

(A) Best practices-1

1. Title of the Practice: MENTORING PROGRAMME

2. Objective:

The objective of Mentoring is:

- To achieve the vision of the institution viz., to develop all round personality of the students on progressive lines.
- To provide a continuous learning process for both the mentor and the mentee.
  To establish the mentor as a role model and to support the mentee for personal and academic development.
- To establish a vibrant relationship between the faculties and the students that will ensure responsible behavior and discipline.

3. The context:

The nature of students' background i.e. catering to different socio-cultural and economic diversity necessitates mentoring being opted as one of the best practices by the institution. The absence of institutionalized system of having proper system of mentoring, guidance and counseling in the region along with the obvious fact that most of the students are from remote areas and first generation learners makes it imperative on the part of the institution to provide mentoring i.e. guidance for all-round development of the students on academic as well as aesthetic lines. Moreover, it is aimed to align with the institutional mission and vision statement aiming to develop students on progressive lines .i.e. to imbibe in the students a rational positive outlook towards life thereby making them responsible citizens.

4. The Practice:

- Mentoring session is conducted twice in every 15 days i.e. every second and fourth Saturday from 10:00 AM to 12:00 PM on a regular basis.
- The session is compulsory for every student to attend without fail. Mentors are assigned 15-20 students for the whole duration of a semester each .i.e. six months.
- The mentoring parameters are based on four aspects i.e. academic, attendance, career and general.
- The mentors are provided with details of mentee's performances in terms of academic (weekly test, class test, mid-term and end-semester exam) and attendance records.
- The mentor also keeps track of the mentee's personal development such as co-curricular activities, discipline and career related issues.
- The mode of communication between the mentor and mentee can be established through different mode(s) namely- In-person, Phone and E-mail.
- The practice of the mentoring system is evaluated by the Principal, Dean, Vice-Principals (Academic and Administration) bi-monthly so as to ensure quality and efficiency in practice.
- The grievances of the mentees are taken up by the mentor and if necessary it is forwarded to the Principal for necessary remedial actions.
- A separate Mentorship File is been maintained by every Mentor (Faculty) and it contains separate page for every mentee as to maintain its record.

5. Evidence of Success:

- Improvement in mentees discipline, interaction and communication skills.

- Improvement in students' attendance.
- Establishment of a vibrant relationship between Faculties and students which has provided a congenial atmosphere in the class room as well as in the campus.

6. Problems encountered and resources required:

The diversity in students' background and upbringing i.e. lack in the art of effective articulation, introversion, indifferent attitude etc. Inadequacy in general guidance, career and professional related materials. This is due to the financial constraints faced by the management because the institution is dependent on grants.

(B)Best Practice-2

1. Title: USE OF TECHNOLOGY AS TEACHING LEARNING METHOD.

2. Objectives:

- To encourage the development of transferable, technical, and social skills (TTS) of value in formal and informal learning.
- To promote participatory culture among students - space that allows engagement, sharing, mentoring, and an opportunity for social interaction.
- To discuss /share curriculum-related content and enhance the prescribed curriculum for students.
- To emphasize specialized in communication.
- To improve student comprehension.
- To enhance student networking and collaboration with other nurture globally.
- To use the advanced technology in the teaching learning process.
- To make the teaching learning process more interesting.
- To get feedback from the students
- To post assignments, questions, readings, and grades as well as ways to interact with the students through forums or chats.
- To provide a virtual "space" for learners.

3. The Context:

Students are changing, and those once effective teaching methods are becoming stale. Faculty, and campus administrators, can utilize social media as a tool for creating new ways to engage students and demonstrates to them a variety of uses for the internet and their favorite sites. One of the biggest challenges in online education is the lack of interaction between students where as this blogs try to provide more opportunities for discussion and communication. This blogs supplement teaching and learning in traditional classroom environments as they can provide new opportunities for enriching existing curriculum through creative, authentic and/or flexible, nonlinear learning experiences.

It provides space for participation, collaboration, distribution, dispersion of expertise, and relatedness. It helps in share and search for knowledge which contributes to informal learning. As nursing is the

profession which invents innovative ideas, keeping this aspect in mind the oxford college of nursing has developed a blog named as oxfordnursing.blogspot.in. This method of teaching learning will help the student to compete with the world in this growing world of technology. The student will learn to have maximum use of advanced technology in their learning phase.

4. PRACTICE:

The faculties post assignments, questions, college circulars, relevant articles, research and current knowledge and many more. The link will be sent to each student by e-mail from their respective class coordinators. The students visit the link as well as the data shared with them on a very regular basis; which encourage outside the classroom learning and students gives comment and feedback on the topic. Also have smart classrooms for better learning for students and better presentations for the faculties.

5. Evidence of Success:

The students frequently visits the shared links and asks frequent questions in the class which help the faculties to make the class more interactive and also modify their topics for the upcoming lectures. Have improved confidence in the students.

7.3 Institutional Distinctiveness

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

Response:

The **distinctiveness of Mangalmay Institute of Management and Technology** consists primarily in creating for its faculty and students an ambiance that provides a ‘holding environment’ - a psychological space that is both safe and uncomfortable. ‘Safe’ because a ‘holding environment’ is what we all need to grow and blossom, a supportive environment. ‘Uncomfortable’ because in such an environment one also promotes ‘disruptive creativity’.

Such an environment is the natural result of the following strengths of the Institute :

1. It’s adherence to its foundational concepts that have laid out the trajectory of its growth plan.
2. Its outstanding Human Resource Management system to ensure ‘a shared vision, a cohesive team and an engaging work culture’.
3. Its meticulously planned and implemented personal and professional development programmes for its faculty and students.
4. Its well-oiled governance structure and administrative mechanisms to ensure speedy implementation of all developmental plans.
5. Its relentless efforts at attaining the best possible balance between growth and sustainability.
6. Its manifest commitment to be responsible stewards of the extraordinary campus it is blessed with by a meticulous devotion to ensuring biodiversity, eco-consciousness and reverence for the gifts of nature.

Taken together, these strengths have contributed in ample measure towards the creation of a culture in the Institute that is uniquely our own, that energises us in all that we do, and knits us together into one educative community.

Look around our campus, look into our classrooms and research labs, look into the camaraderie among our staff, students and faculty that cuts across all distinctions here at the campus… THAT is what we call Mangalmay's system of education!

This ambiance, taken together with our multi-pronged social commitment programmes involving every member of the faculty and students, results in moulding the typical Mangalmay graduate who, because they work relentlessly at being intellectually competent, morally upright, spiritually inspired and socially committed, are bound to leave footprints wherever they go!

NAAC

5. CONCLUSION

Additional Information :

1. Recently initiated BCA and B.Com programs.

2. We have a good team of admissions and placement for students who helps them for continuous career planning.

3. We have a pool Campus in our institute.

4. We support faculties for Research, FDP's, Conference and Seminars.

Concluding Remarks :

Since a considerable number of outstation students take admission every year, the college plans to provide better hostel facility on campus in the near future with the necessary infrastructure which will ensure safety as well as financial convenience for the students.

We plan to develop a Green Campus and minimize our carbon footprint. This will ensure a clean, eco-friendly and healthy atmosphere in the college.

The college could host research centers, targeting at promoting research and study in focused areas like translation, etc.

The college intends to set up exhibition halls for students engaged in the fine arts, especially painting and craft work.

Since the students in the college come from diverse regional and cultural backgrounds, the college plans to provide counselling programmes in order to address their grievances and concerns.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.1.2</td><td>Number of certificate/diploma program introduced during the last five years

1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years
Answer before DVV Verification:
<table>
<tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr>
<tr><td>12</td><td>09</td><td>08</td><td>07</td><td>01</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr>
<tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
</table></td></tr>
<tr><td>1.1.3</td><td>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years
Answer before DVV Verification:
<table>
<tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr>
<tr><td>07</td><td>06</td><td>04</td><td>03</td><td>02</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr>
<tr><td>01</td><td>01</td><td>02</td><td>00</td><td>01</td></tr>
</table>
Remark : Considered only BoS and Academic council</td></tr>
<tr><td>1.3.2</td><td>Number of value added courses imparting transferable and life skills offered during the last five years

1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years
Answer before DVV Verification : 40
Answer after DVV Verification: 5</td></tr>
<tr><td>1.4.2</td><td>Feedback processes of the institution may be classified as follows:

Answer before DVV Verification : B. Feedback collected, analysed and action has been taken
Answer After DVV Verification: C. Feedback collected and analysed</td></tr>
</table>

Remark : Revised as per analysis found in SSR

3.1.1

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2.5	00	00	00	00

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

Remark : This is an international conference and not research project

3.1.2

Number of research projects per teacher funded, by government and non-government agencies, during the last five year

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

Answer before DVV Verification : 01

Answer after DVV Verification: 0

3.1.2.2. Number of full time teachers worked in the institution during the last 5 years

Answer before DVV Verification : 76

Answer after DVV Verification: 76

Remark : No research project funded

3.2.2

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
15	13	08	06	04

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

9	7	3	0	0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
80	70	70	70	70

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	2	0	0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
04	03	00	00	00

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	00	00	00

Remark : Only awards considered. Not certificates

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
688	518	411	415	429

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	42	19	28	0

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	4	1	1	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : None of the MoUs match with the excel data

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1.25	1.51	1.64	1.42	1.92

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.63	0.66	0.68	0.63	0.53

Remark : Only fixed asset details have been given as supporting for this Metric and therefore, consiodered as per the statement of accounts provided in Metric 4.1.4 taking into account Newpapers and Periodicals.

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

Answer before DVV Verification : Yes
Answer After DVV Verification: No

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities

excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
59.52309	39.57608	36.88172	37.98974	33.74773

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2.64	2.22	3.38	5.24	1.32

Remark : Revised the value based on the statement of accounts attached considering Repairs & Maintenances.

5.1.2

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
82	57	37	69	37

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.1.3

Number of capability enhancement and development schemes –

1. For competitive examinations

2. Career counselling

3. Soft skill development

4. Remedial coaching

5. Language lab

6. Bridge courses

7. Yoga and meditation

8. Personal Counselling

Answer before DVV Verification : B. Any 6 of the above
Answer After DVV Verification: E. 3 or less of the above

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
537	383	279	266	257

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : No Copy of circular/brochure of such programs provided. No clarity of yearwise students participation in such examinations and counselling

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
75	67	51	80	75

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
75	66	51	80	74

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
39	31	32	26	22

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
23	2	1	0	1

6.5.4

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : A. Any 4 of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : NIRF and ISO considered

7.1.1

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	3	2	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

Remark : No specifice Report of programs nor photographs provided as per excel data.

7.1.8

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1.78	1.50	1.30	1.57	1.66

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2.78	2.52	1.95	1.87	1.90

Remark : Revised as per supporting statement of accounts

7.1.9

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

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

Answer before DVV Verification : C. At least 4 of the above
Answer After DVV Verification: D. At least 2 of the above
Remark : Ramp and wheel chari considered

7.1.10

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	02	03	03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Document supported is irrelevant to the Metric and is not on locational advantages and disadvantages

7.1.11

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

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise

during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	02	03	03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

Answer before DVV Verification : Yes
Answer After DVV Verification: No
Remark : Vision Mission not considered as Core Values

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

Answer before DVV Verification : Yes
Answer After DVV Verification: Yes
Remark : Accept HEI claim

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

Answer before DVV Verification : Yes
Answer After DVV Verification: No

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

Answer before DVV Verification : Yes
Answer After DVV Verification: No

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
09	4	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

2.Extended Profile Deviations

ID	Extended Questions
1.3	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 228.46 | 181.85 | 169.35 | 173.31 | 180.13 Answer After DVV Verification: 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 427.19 | 272.68 | 243.58 | 262.59 | 342.91