



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**SHAHADA TALUKA EDUCATIONAL SOCIETY AND CO-
OPERATIVE EDUCATIONAL SOCIETY'S LTD.,
INSTITUTE OF MANAGEMENT RESEARCH AND
DEVELOPMENT, SHAHADA**

**DR. VISHRAMKAKA EDUCATIONAL CAMPUS DONDAICHA ROAD SHAHADA
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shahada Taluka Educational Society and Co-Operative Educational Society Ltd's. Institute of Management, Research and Development (IMRD), Shahada, was established in 2008. The Institute is run by the parent organization Shahada Taluka Educational Society and Co-Operative Educational Society Ltd's led by Vanashri Tatyasaheb Motilal Fakira Patil. Shahada Taluka Educational Society and Co-Operative Educational Society was established in 1952 by great Eminent person Dr.Vishramkaka Patil (M.Sc. USA) to provide educational service to people around Shahada and ultimately to contribute in the development of Shahada block and nearby area. Our society provides education services from KG to PG at the prime location of Shahada city. Also at the needed places, the sanstha runs Primary Schools, High schools, and Junior Colleges. Since 1952, Sanstha has started and runs different primary, high school and Junior colleges around Shahada taluka.

By considering the need for trained human resources in the industry and the need for education facilities for girl students, under the visionary leadership of Vanashri Tatyasaheb Motilal Fakira Patil following Higher Education Institutes were established in 2001.

1. Science Senior College permanently affiliated to KBC NMU Jalgaon and
2. Senior Arts Mahila Mahavidyalay permanently affiliated SNDT University, Mumbai.

Our management is intending to improve vocational abilities, employability, and value-based education to the rural population around Shahada, which will be helpful in the overall development of students. So by considering the global need for trained human resources in the field of computer applications, Management and Research IMRD was established in 2008.

From the establishment of IMRD, we are giving our best to chase our challenge. Our main challenge is to train students for Industry. From the establishment of the institute management supports by each updated educational facility required to teach and train student. There are different programs and schemes are organized for holistic development of the student. Institute believes in the intellectual development and training of student besides their social or economical background. The institute offers an excellent infrastructure, including laboratories that are well-designed and furnished as well as a well-stocked library with Wi-Fi.

Vision

The Institute intends to provide high-quality higher education to students from rural and tribal communities, with a focus on helping them gain a global perspective in the fields of information technology and management. The institute aims for value-based education for the holistic development of students.

Mission

- To provide students with an excellent, value-based education so they become technically sound people and responsible citizens.
- To provide the necessary skill sets and competences for learners to meet the challenges of a rapidly

changing global context.

- To pound ethics and human values into all the students.

To bring the best out of ignited minds and nurture their skills for corporate and entrepreneurship.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Supportive and Visionary Management:** IMRD, Shahada has supportive and visionary management, which always supports for the sake of student development.
- **Strategic Location:** IMRD is situated in the heart of the city, which provides easy accessibility for both rural and tribal students. The central location attracts students from nearby areas, increasing the potential student base.
- **Reputation:** IMRD is run by S.T.E.S. & Co. Op. E.S. Ltd., which has a strong reputation for providing quality education from KG to PG and has a successful track record in running educational institutions. This reputation enhances the credibility of the institute.
- **Professional Courses:** Offering professional courses like BCA (Bachelor of Computer Applications) and MMS (Master in Management Studies) attracts students seeking career-oriented education, leading to better employability prospects for graduates.
- **Focus on Rural and Tribal Students:** IMRD's emphasis on serving rural and tribal students fulfills a critical need for education in underserved communities. This focus aligns with social responsibility and contributes to the institute's positive impact on society.
- **Value based education:** Although institute running only the professional courses, Institute works to provide the value based education for holistic development of student.
- **Strong bonding with the Sister organization:** IMRD have two sister organizations working in higher education area which are running in the same campus with whom IMRD have strong bonding for running different student development oriented activities.
- **Financial Assistance to economically weaker students:** Institute takes efforts for getting government fellowship for Scheduled Cast (SC) and Scheduled Tribe (ST) students. Along with that with the help affiliated University IMRD helps needy students through different schemes.

Institutional Weakness

- **Limited Course Portfolio:** The institute currently offers only BCA and MMS courses. The limited variety of courses may restrict potential student enrollment and limit revenue streams.
- **Infrastructure Constraints:** IMRD may face infrastructural challenges in accommodating a growing student population. Limited resources and facilities may impact the overall learning experience.
- **Limited Brand Awareness:** While the institute has a strong reputation within local circles, its brand recognition on a regional or national level might be limited. This could affect the ability to attract students from outside the immediate catchment area.
- **Limited Research Opportunities:** While IMRD focuses on professional courses, it might face limitations in promoting research and innovation among faculty and students.
- **Faculty Retention and Development:** Attracting and retaining skilled faculty members could be a challenge, especially considering the location's attractiveness for urban opportunities.
- **Limited Scope for Industry Interaction:** IMRD is situated far away from the IT industrial area, it has

less scope for attracting industries for interaction and collaboration.

- **Transportation issue:** While running the college sometimes there is the issue of transportation for the students, who came from outside of Shahada mainly in rainy season or in the condition of natural disaster.

Institutional Opportunity

- **Expansion of Course Offerings:** IMRD can explore the introduction of new courses and specializations in emerging fields to cater to the evolving demands of the job market.
- **Strengthening Industry Partnerships:** Strengthening ties with industries and businesses can lead to more internship and placement opportunities for students, enhancing their practical knowledge and employability.
- **Technology Integration:** Embracing technology-driven teaching methods, online learning platforms, and virtual classrooms can help IMRD reach a broader audience and provide flexible learning options.
- **Research and Development Initiatives:** IMRD can encourage faculty and students to participate in research and development activities, contributing to knowledge creation and dissemination.
- **Outreach Programs:** Initiating outreach programs in rural and tribal areas can increase awareness about the institute and attract more students from underrepresented communities.

Institutional Challenge

- **Intense Competition:** IMRD faces competition from other educational institutions offering similar courses and targeting similar student demographics. This competition may impact student enrollments.
- **Limited Government Support:** Insufficient government support and funding for rural education could hinder the institute's growth and development.
- **Economic Instability:** Economic fluctuations could affect students' ability to afford higher education, potentially leading to decreased enrollments.
- **Brain Drain:** Graduates from IMRD, particularly those in professional courses, might be lured by opportunities in urban areas, leading to a loss of skilled manpower from the local community.
- **Perception of Rural Institutes:** The perception of rural institutes being inferior to urban counterparts may hinder attracting students from urban areas, affecting diversity.
- **Retention of Graduates:** Encouraging graduates to contribute to the local community and stay in the region for employment might be a challenge due to limited job opportunities.
- **To attract fund for research:** To get the fund from some NGO or government scheme to start research is one of the main challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

IMRD Shahada follows the curriculum defined by Kavayitri Bahinabai Chaudhari North Maharashtra University for its undergraduate program (BCA) and 1 Postgraduate program (MMS). Faculties actively participate in the syllabus designing process of the University, ensuring their involvement in shaping the curriculum. The institution prepares an academic calendar at the beginning of each academic year, taking into account the inputs of all faculties and complying with the University's guidelines. The academic calendar is

approved by the director and strictly followed, ensuring smooth implementation of the curriculum.

The institution offers Bachelor of Business Administration (BBA) and Master of Management Studies (MMS) programs through the Choice-Based Credit System (CBCS) pattern. This approach offers academic flexibility to students, allowing them to choose elective courses and personalize their learning experience. Additionally, IMRD Shahada collaborates with Info Galaxy Computers to offer various skill-based and employment-based Add-on and Certificate courses, providing students with opportunities to develop additional competencies beyond their core program.

In the syllabus itself and in add on and certificate courses, there are some courses that address cross-cutting issues like Professional Ethics, Gender Equality, Human Values, Environment, and Sustainability. Some activities are taken to address cross cutting issues like Gender Equality, Environment, and Sustainability etc.

IMRD Shahada demonstrates a strong feedback system comprising inputs from students, employers, and alumni. Feedback collected from these stakeholders is systematically analyzed and used to provide valuable input to the teachers participating in the syllabus framing workshop. This feedback loop ensures that the curriculum is continuously improved and aligned with the evolving needs of students and employers.

Teaching-learning and Evaluation

Despite the fact that there are several degree-granting colleges close by, the institution has maintained its enrollment capacity. According to the guidelines set forth by the Maharashtra government and the KBCNMU in Jalgaon, the overall admissions policy is merit-based and transparent. As an institute belongs to a linguistic minority, a non-granted institution has authority to define the number of reserved category students, although the institution follows the rule of merit besides their category. The institute maintains a good student teacher ratio for effective teaching and learning.

The institution, through its applied courses like BCA and MMS, prioritizes experiential learning to enhance students' creativity and intelligence. To facilitate this approach, the BCA laboratory is well-equipped with 100 computers and internet connectivity, enabling students to use the lab during their free time. Additionally, students are encouraged to enroll in certificate courses and add-on courses designed to provide a basic understanding of programming and computer handling. Participatory learning is also emphasized for students' overall development, with active participation in various competitions and activities within and outside the institution. Problem-solving techniques are nurtured to enhance analytical and critical thinking. Projects and assignments are designed to address real-world challenges, encouraging students to develop innovative solutions.

The institution leverages ICT tools during classroom lectures to enhance learning effectiveness. Institute follows the directions given by affiliated University for internal and external assessment. The internal exam papers are discussed in the classroom for identifying mistakes done by students. For external examination grievances the mechanism defined and adopted by University is implemented, where student can ask for photo copy of their answer sheet and if required he or she can challenge it.

The Program Outcome (PO) is discussed with the student at the time of admission. After the commencement of classes once again, PO's and Course Outcomes (CO) are discussed in the classroom in detail. Regular monitoring of course outcomes is ensured at IMRD Shahada through internal examinations and semester-end assessments conducted by subject faculty. Additionally, Continuous Internal Evaluation (CIE) involves

assessing students' participation in activities like seminars, group discussions, and technical competitions.

Research, Innovations and Extension

Institution running professional courses like BCA and MMS, from which trained manpower for industry is expected, Students benefiting from the institute are mainly from rural and tribal backgrounds. They need to cultivate such that they can work independently in the corporate world. So institutions have created an ecosystem for innovation and entrepreneurship. Keeping this in mind, the institute plans different student development activities along with the extension activities. Every year, programs like entrepreneurship development-related seminars or workshops are conducted. Also, workshops like the One Day Workshop On Android App Development and Career Guidance were organized during the last five years. Students were encouraged to think innovatively and participate in research-related competitions such as Avishkar.

The institute believes that students should be seeded with human values and ethics. So in the future, they should be a responsible citizen of the country. Keeping this in mind, the institute plans and conducts different extension activities. The institute has worked hard to instill principles and a dedication to society in its students while also raising their awareness of topics such as gender inequality, social injustice, and other local concerns. The institute engages in a variety of outreach initiatives for the benefit of society. The institute has engaged in a number of initiatives for the improvement and development of local communities, which have benefited both the locals and the students. Through blood donation drives, tree planting, and other initiatives, the Institute has increased its support for the local community. Cleaning motivates, etc. In the last five years, the following activities were conducted in the institute and outside the institute: Voter Day Pledge

- Plastic Collection
- Blood Donation Camp
- Vaccination awareness program
- Tree Plantation
- Constitution Day
- Pledge On National Unity Day

The institute has collaborated with different agencies for the holistic development of the students. The institute has signed an MOU with the Gangotri Foundation, Shahada, for conducting different social activities. Along with this, a MOU has been signed with Asaram Agro Industries, through which different Industry-Academic interactions have been planned for the next academic year.

Infrastructure and Learning Resources

Management insists on providing quality education to the students. So they always fulfill the requirements needed for quality education. Since 2008, institute infrastructure has been growing exponentially. The institute has adequate infrastructure for effective teaching and learning, along with the infrastructure and facilities needed for the holistic development of students.

The institute has a total of 5 classrooms for BCA and MMS, and among these 3 classrooms are ICT enabled classrooms. The institute has a seminar hall, gym, indoor hall, outdoor sports facilities, appropriate parking, and a drinking water facility. For student safety on the institute premises, CCTV cameras are installed.

The institute has an ample IT facility, which is upgraded from time to time. Currently, the institute has two computer laboratories that have 100 computers for the use of students. The institute always encourages students to use computers. An advanced server, the Lenovo SR 650, was purchased in 2021. Recently, IMRD received a smart board donated by True View Security System, JSK Enterprise.

A digitized library with roughly 1678 books is available at the institution. Additionally, there is a reading room where instructors and students can spend time reading periodicals, newspapers, and other books. The library is automated with LIBMAN software. Office is automated with cloud-based Masters Software. Along with this, the library provides an online learning resource, Delnet, to students and faculties.

Student Support and Progression

The institute has a strong mechanism to support students in their academic and extracurricular activities. The institute has different committees to solve student issues, like the anti-ragging committee, the anti-sexual harassment and redressal committee, the grievance and redressal committee, the entrepreneurship awareness committee, and the disciplinary committee. The institution has a clear process in place for promptly resolving student complaints, including situations of sexual harassment and ragging.

Although the institute is a professional institute, it supports SC/ST students through government scholarships, which help them in their education. In the last five years, the Institute has assisted 74 SC/ST students in obtaining government scholarships. Along with that, to support economically weaker students, the institute has schemes for financial help for students in collaboration with KBC North Maharashtra University, Jalgaon. From the schemes of Earn and Learn as well as financially helping economically weaker students, a total of 16 students have benefited in the last 5 years.

The institute organizes different capacitive building programs like Medical Camp, celebrations of Yoga day, lecture for English Communication skills, Tree plantation, Seminar on AIDS awareness; Vaccination awareness program, Soft skill development workshops, Karate Training program etc.

Students are always encouraged to participate in different cultural, sports, and other academic competitions organized by other institutions. During the last five years, more than 40 students participated in Yuvarang conducted by KBC North Maharashtra University, Jalgaon. Two students participated in air pistol shooting at the zonal level. Every year, sports competitions were organized for different sports.

The institute has a strong bond with the alumni. The institute offers various alumni channels to communicate with students. The institute values input from former students who have obtained work in the field regarding the relevance of the topics and challenges covered to the current business climate. When offering proposals for reshaping the curriculum, the feedback received in this way is taken into consideration.

Governance, Leadership and Management

In order to fulfill its goal and mission, the institution has strong leadership that doesn't stop at anything. The institution's leadership is committed to fostering an entrepreneurial internal culture that encourages participatory management for the benefit of the institution's stakeholders and overall growth.

Important policy choices are made through the College Development Committee (CDC), and faculty leadership

is developed in accordance with each faculty member's contributions to the institution. The institution's functions must be defined, followed, and evaluated by the CDC

CDC works with the Director and other stakeholders to prepare and execute different plans for institutional and student development. The implementations of different plans carried out over the past five years are listed below with the assistance of our Director, CDC, and the encouragement of our valued Management. The college has created short- and long-term goals and implemented them according to a priority system that takes into account current trends and the institution's vision and mission statements.

- 6 certificate and add courses were run for the students with the help of InfoGalaxy computers.
- 3 classrooms made ICT enabled.
- By increasing student strength to increase intake capacity.
- To have collaboration with the Industry and NGO for holistic development of student.
- To promote greenery initiatives

Leadership promotes participative processing, so in different committees, different stakeholders were involved. The institute supports faculties to participate in different professional activities. The institute has a strong belief in quality work, considering that the CDC decided to go for NAAC and IQAC, which were established in January 2023.

Institutional Values and Best Practices

IMRD Shahada has undertaken significant strides towards gender equity over the last five years. The institution's Gender Policy underscores its commitment to a safe, inclusive environment, fostering equal opportunities. Safety measures like CCTV surveillance and committees address gender-related concerns. Empowering activities, such as Women's Day lectures and self-defense workshops, raise awareness and promote sensitivity, cultivating a campus culture that values diversity and gender equality.

IMRD demonstrates environmental responsibility through solar panels and LED lights, reducing energy consumption. Waste management is robust, with segregation, recycling, and paperless practices. Rainwater harvesting contributes to water conservation. The green campus initiative features signboards, waste bins, and a no-entry policy for vehicles, promoting sustainability. Wheelchair ramps and facilities ensure a disabled-friendly environment, enhancing inclusivity.

IMRD conducts regular audits to ensure environmental and energy standards. The institution promotes a green and clean campus, engaging in initiatives beyond its premises. Measures like tree planting and plastic collection extend its commitment to sustainability. These audits affirm IMRD's dedication to environmental well-being.

IMRD fosters an inclusive atmosphere, promoting harmony amid diversity. Cultural celebrations and awareness lectures inspire understanding. Initiatives like blood donation camps and career workshops nurture responsible citizenship. By sensitizing students to constitutional duties and values, IMRD prepares informed individuals who contribute positively to society.

The institute has many good practices, but among them, we have identified two best practices:

Best Practice 1: Empowering Students through Financial Assistance and Support

IMRD's collaboration with KBCNMU empowers economically disadvantaged students through financial aid. The Earn and Learn Scheme offers opportunities for work and assistance, ensuring holistic support for their education.

Best Practice 2: Entrepreneurship Lecture Series

IMRD's Entrepreneurship Lecture Series ignites innovation and career aspirations. Expert talks and workshops equip students with practical insights and guidance, enhancing their entrepreneurial skills.

IMRD Shahada stands out as a beacon of education in an underserved region. Its strategic location fosters accessibility, bridging educational gaps. Beyond academics, IMRD instills civic responsibility, producing responsible citizens who uplift the socio-economic fabric of the community. This distinctiveness echoes through its transformative impact.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Shahada Taluka Educational Society and Co-Operative Educational Society's Ltd., Institute of Management Research and Development, Shahada
Address	Dr. VishramKaka Educational Campus Dondaicha Road Shahada
City	SHAHADA
State	Maharashtra
Pin	425409
Website	steimrd.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	Anil Rangrao Patil	0265-223122	9423504122	-	stcoopimrdshahada@gmail.com
IQAC / CIQA coordinator	VIJAYKUMAR KASHINATH GAIKWAD	02565-223122	9673703334	-	vkgstp90@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Gujar
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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	Dr. VishramKaka Educational Campus Dondaicha Road Shahada	Urban	2.79	3102.18

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCA,Computer Application	36	HSC or equivalent	English	88	87
PG	MMS,Computer Management	24	Graduation or equivalent	English	40	1

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				7			
Recruited	0	0	0	0	0	0	0	0	5	2	0	7
Yet to Recruit	0				0				0			

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

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
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.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	2	0	6
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	
	0		0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	142	16	0	0	158
	Female	31	1	0	0	32
	Others	0	0	0	0	0
PG	Male	5	0	0	0	5
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	12	11	7	6
	Female	3	0	0	0
	Others	0	0	0	0
ST	Male	15	19	9	14
	Female	3	4	4	2
	Others	0	0	0	0
OBC	Male	62	53	35	22
	Female	14	18	17	14
	Others	0	0	0	0
General	Male	26	22	16	24
	Female	10	9	14	12
	Others	0	0	0	0
Others	Male	24	23	12	9
	Female	7	7	3	4
	Others	0	0	0	0
Total		176	166	117	107

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As the Institute is affiliated with KBC North Maharashtra University, Jalgaon, we follow a curriculum designed by the University. As per University planning, National Education Policy (NEP) will be implemented in University jurisdiction affiliated colleges and Institutes from the academic year 2024-25. Besides that, the Institute faculties are involved in different seminars and workshops related to NEP.
2. Academic bank of credits (ABC):	In our Institute ABC was implemented from the Academic Year 2022-23 as per the directions of University. College has appointed a coordinator for conducting ABC related activities. We have ready to

	establish online courses for students through different MOOC sources.
3. Skill development:	As per skill development, it was considered during curriculum design. Practical courses, fieldwork, and Projects are designed such that there should be skill enhancement in students. Along with it, different certificate and add-on courses are conducted in the Institute for skill development in students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian Knowledge System will be implemented with NEP in our Institute. Although for teaching the fundamental concepts from the subject teachers uses bilingual mode.
5. Focus on Outcome based education (OBE):	All courses are designed so that the output focuses on cognitive skills learning outcomes at all levels to ensure social responsibility and ethics implement performance-based training for various programs. While designing the curriculum all the Program Outcomes(PO's) and Course Outcomes (CO's) are clearly defined. The attainment of these outcomes are analyzed through different Direct and Indirect methods.
6. Distance education/online education:	Currently institute is well equipped with the facilities needed for online education. The students will be motivated to enroll in MOOC courses, and certification courses will also be stressed upon to enhance holistic based education envisioned by the Institute.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
195	176	166	117	107

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 11

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
31.06331	8.10885	2.09297	6.25362	7.38322

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Curriculum Designing: IMRD, Shahada is running on self-financing. As the institute is affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, it follows the rules, regulations designed by university. Accordingly, the university syllabus is also followed by the institution. The university continuously updates its syllabus and exam pattern according to global needs and technological updates. Currently, CBCS patterns are running for BCA and MMS, respectively. Faculty members always participate in the curriculum design process through different syllabus reframing workshops. Through these workshops, feedback on the curriculum from different stakeholders was discussed while designing a new course or structure.

While designing the curriculum, all Program Outcomes (POs) and Course Outcomes (COs) discussed in detail and clearly defined on the syllabus.

Curriculum Planning: The Institute believes that for effective delivery of curriculum, planning is one of the most important steps. For scheduling and planning the curriculum for effective curriculum delivery, IMRD prepares its own academic calendar at the beginning of each academic year. This academic calendar is prepared in accordance with the academic calendar provided by the affiliating university and with input from the different faculties. This academic calendar includes working days, teaching days, celebrations of different days, Internal exam timetables, etc. Teachers create detailed lesson plans per subject in accordance with the courses that have been assigned to them. A class-by-class schedule has also been created. At the start of the academic year, the students are informed of the different curricular and extracurricular activities to be undertaken by faculties and classrooms, as well as via a notice board and WhatsApp groups.

Implementation of Curriculum: The Institute strictly monitors whether curriculum delivery is going according to plan. Faculties were asked to prepare Teaching Daily Reports (TDR), which were monitored by the Director from time to time. From academic year 2022–23, a teaching diary is implemented in the Institute for smooth and systematic academic curriculum planning and data collection from faculties.

Teaching Pedagogy: As per the changing scenario in the education field, teaching pedagogy is updated from time to time in the institution. During classroom teaching, faculties generally use the bilingual method to teach, which helps students understand the concepts. ICT classroom teaching methods are used to deliver curriculum efficiently. Since the pandemic of COVID-20, the institute uses online teaching methods for students. For online teaching, Google Meet and the Zoom app are being used.

Monitoring Mechanism and Feedback: An Academic Monitoring Committee has been constituted to

monitor academic-related issues and monitor the required updates in academic facilities required for effective curriculum delivery. The Institute has developed a mechanism for collecting feedback on the curriculum from different stakeholders. This feedback collected from Students, Alumni, employers, and Parents is analyzed and, accordingly, appropriate action is taken based on the received feedback.

Nurturing skills in students: The institute is always engaged in the overall development of students. So to ensure the skills gained by students, the institute runs add-on courses at the institute level.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 6

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

Other Upload Files

1	View Document
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1.2.2

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

Response: 53.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
68	75	110	80	77

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Institute follow syllabus designed by KBC NMU Jalgaon which include variety of courses that assist to integrate cross-cutting issues such as gender, environment and sustainability, human values and professional ethics. Some course includes social and ethical values, human values and environmental studies along with professional competencies. This helps in growth of the students.

- **Gender:** Every year institute celebrate woman's day as a focal point in the women's rights movement, bringing attention to issues such as gender equality, reproductive rights, and violence and abuse against women. Girls and boys together participate in various co-curricular activities such as workshops, seminar presentations, group discussions, technical quiz competitions, etc. Boys and girls are involved in various academic, co-curricular and extracurricular activities so as to stop gender inequality.
- **Professional Ethics:** Some courses assist to devolve necessary soft skills in students which improve their prospective future profession. Students become aware about professional principals.
- **Environment studies:** About Environment and Sustainability related issues, the students got knowledge of Environmental studies in First year of their degree program. Environmental studies subject mainly focuses on problems of pollution, solid waste disposal, degradation of environment. Students have to submit report of field work for the environmental studies course so that it will raise awareness about environmental and sustainability issues among students. Apart from these students arrange activities like Tree Plantation, Clean Campus program.
- **Human Values:** Guest lectures on value education have been organized for students. National festivals like Independence Day and Republic Day serve as a platform to enliven patriotic and moral values. Different social activities have been initiated by the institute like Health and

Hygiene awareness programs, Medical check-up camps, AIDS awareness programs, Blood donation etc. The curriculum also includes courses on professional ethics and human rights.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 66.15

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

Response: 129

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 63.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
88	67	66	61	57

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
128	105	100	100	100

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 64.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	16	11	11	14

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	20	20	19	19

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 27.86

2.3 Teaching- Learning Process

2.3.1

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

Response:

As IMRD Shahada is affiliated with KBC North Maharashtra University, Jalgaon, it adheres to the curriculum established by that university. The conceptual comprehension of the student was the main focus of this curriculum's implementation. The institute then employs a variety of student-centered teaching strategies, including experiential learning, participatory learning, and problem-solving techniques.

Experiential learning: As applied courses like BCA and MMS are taught by institution, institution more often focus on experiential learning for students.

The institution promotes the following experiential learning techniques to raise students' levels of creativity and intelligence:

- The BCA laboratory is equipped with 100 computers with full Internet connectivity.
- Considering the socio-economic background of students, they are allowed to use the laboratory in their free time.
- The academic staff promotes a learning atmosphere by utilizing experiential teaching methods that involve small programming tasks for students.
- Students are encouraged to enroll in the Certificate course and add-on courses run by the institution. These courses are designed in such a way that a basic understanding of programming is clear. In addition to that, the student will be familiar with the handling of computers.
- Work defined in the curriculum is conducted rigorously. This filed work provides the student with hands-on experience.

Participatory learning: It is necessary that students participate in different activities within and outside the institution for their overall development. In view of that, institutions encourage students to participate in different competitions and activities.

Students are motivated to take part in the following activities where they can use their technical and managerial skills.

- Students were actively involved and participated in Academic, Co-curricular, and extracurricular activities like Fresher's Day, Independence Day, Teachers Day, Traditional Day, Friendship Day, and Farewell.
- Students are encouraged to participate in Junior science research activity competitions like Avishkar and other activities organized by other colleges.
- During the start of the pandemic in 2019–20, BCA students designed and organized university level quiz competitions.
- During classroom teaching, seminars and group discussions were used to increase the enthusiasm of students for the learning process and remove their fear of the curriculum.

Problem-solving techniques: To increase analytical and critical thinking, it is needed to nurture the problem-solving ability of students.

- Students are assigned projects or dissertations that require them to come up with original solutions to the difficulties and challenges faced by the real world.
- Assignments are designed to foster a comprehensive understanding of theoretical ideas and their real-world applications.
- During practical sessions and examinations, students are encouraged to solve issues that help

them increase their analytical and critical thinking.

Use of ICT tools during classroom lectures:

- The college has a strong infrastructure for ICT, and the staff is encouraged to employ the same resources for ICT-based learning in classroom activities.
- PPTs and other ICT tools are frequently employed to increase learning effectiveness.
- After the pandemic of COVID-19, the use of online teaching tools like Google Meet and Zoom increased in institutes.

Faculties encouraged students to use online learning resources available on sites like YouTube, NPTEL, etc.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 84.09

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

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

2.4.2

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

Response: 2.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

File Description	Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The affiliated university and Institute believe in the transparency of the examination system. As per the mechanism designed by the university, External examinations are conducted by the university, and Internal assessment is done by the Institute in accordance with the directions given by the affiliating university.

Mechanism of Internal Examination Assessment and Grievance Redressal:

- The institute takes advantage of the internal examination to look at the conceptual understanding of the syllabus.
- At the commencement of the curriculum, the syllabus for internal examinations is informed by the concerned faculty in the classroom.
- A tentative internal timetable is also discussed with students.
- Once the required syllabus is completed, the internal examination The timetable for all classes is prepared and circulated among students through a notice board, and after COVID-19, the WhatsApp group of the class is used to circulate any notice immediately.
- Once the internal examination is over, the answer sheet is discussed in the classroom. So students get a clear idea of the expected answer.
- After checking the answer sheet, answer sheets are shown to students to identify their mistakes.
- If any student has any issue, it will be clarified by the faculty in the classroom only.
- This practice is beneficial for students to get a clear idea of how to present their answer.

Mechanism of External Examination Assessment Grievance Redressal:

Grievances involving the outcome of an external examination adhere to the rules and procedures established by the affiliated university.

- Applications submitted in the required format are gathered and sent to the appropriate authorities.
- Students can request a photocopy of the evaluated response sheet if they have any questions about the assessment of their answers. After the results are announced, students have 10 days to request an online photocopy.
- After consulting with the appropriate subject teacher and getting his or her opinion after receiving

the online photocopy of the answer sheet, the student then moves forward with the rechecking and revaluation procedures within 10 days.

- Within 45 days, the revaluation's outcome is announced.
- Grievances related to project work are addressed at the department level.

Mechanism of Conducting External Examination Grievance Redressal:

If there is any grievance during the external examination about the examination system, like repetition of questions, wrong splitting of marks, out-of-syllabus questions, or wrong question numbers, it is immediately shown to the Director and Senior supervisor, who then immediately inform the concerned authority of the university.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The college is affiliated with K. B. C. North Maharashtra University in Jalgaon and follows the curriculum designed by the university. While designing the curriculum, Program Outcomes (POs), program-specific outcomes (PSOs), and Course Outcomes (COs) are well defined.

The POs are discussed with the student at the time of admission. POs, PSOs, and COs related to BBA and MMS are listed and posted on the college's website, which is always up-to date. The PO's, PSO's, and CO's are shown through the knowledge, skills, and attitudes that make up the entire institute's courses. The program outcomes, program-specific outcomes, and course outcomes are communicated to the faculty, students, parents, and other stakeholders in the following ways: The details of each program's POs, PSOs, and COs are written in clear and precise language and posted on the College website. POs and PSOs are written in tables on departmental bulletin boards for teachers and students to see. Details about the course outcomes and program outcomes make it easy for stakeholders to get information about the courses and help students choose the right program courses and electives. Teachers list and explain the goals of each course in their classes. The teachers lead discussions and answer any questions about how well the course goals are being learned. At the beginning of the semester, teachers give introductory lectures where they talk about the POs, PSOs, COs, and evaluation methods, as well as the performance expectations. Even though the affiliated university gives the COs and the syllabus, the concerned faculty members can change and reframe the COs if they need to. Through IQAC, the teachers have been told how important learning outcomes are. According to what the stakeholders want, the teachers at the

institute take part in curriculum-making workshops where they help make sure POs, COs, and PSOs are included in the curriculum.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute implements the syllabus designed by the KBC North Maharashtra University, Jalgaon. While designing the curriculum, the Board of Studies (BOS) had concerns about the fulfillment of POs by the curriculum. COs are considered in such a way that students should get the required skills and abilities after completion of the course, and accordingly, a curriculum is designed. The COs are mapped with POs and PSOs. The structured CO's for a course are measured by the internal and External evaluation schemes.

Attainment of CO:

The attainment of course outcomes is monitored regularly by the respective subject faculty with the help of Internal examinations and semester end examination assessments. Along with it, faculties are involved in Continuous Internal Evaluation (CIE) for monitoring the course outcomes. In CIE, the participation of students in activities like Seminars, Group discussions, and different technical competitions is examined. Along with that, the main focus is on the projects of students, where they can implement their course learning.

Attainment of PO:

Program Outcome attainment is examined by Direct and Indirect methods.

- Attainment of Program Outcome by Direct Method:
- Course Outcome Attainment: Course outcome attainment is evaluated by the Internal Examination, External examination, and CIE by teachers.

Project/Field Work: Project and field work reports are closely monitored to determine the attainment of the Program outcome.

- Attainment of Program Outcome by Indirect Method: At the end of the year, student feedback on the curriculum is collected for further analysis. Along with that, student progress after completion

of the program is monitored to determine the attainment of PO.

2.6.3

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

Response: 70.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	45	40	27	15

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	49	43	37	26

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.65

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Institution running the professional courses likes BCA and MMS, from which trained manpower for industry is expected. Our institution is located in rural and tribal areas. Although we have students with ignited minds, they lack confidence. The institution believes in the hardworking and sincere nature of the students. Also, the institution takes on the responsibility of taking these students to a new level of knowledge and skills. This responsibility is accomplished by providing an ecosystem for innovations and having initiatives for the creation and transfer of knowledge.

As many students are from economically weaker backgrounds and are studying the applied courses, the institute inculcates an entrepreneurial attitude in the students. Every year, different lectures are organized for students. This lecture series helps students develop a strong foundation in business planning, financial management, marketing strategies, and sales techniques.

During the last five years, from Academic Year 2018-19 to 2022-23, the following lectures were organized for the creation and transfer of knowledge.

- Entrepreneurship Lecture Series
- One Day Workshop On Android App Development

To prepare students for corporate life, they should be able to demonstrate their knowledge and skills. The institute puts special efforts into the proper guidance to student for growing career. For this purpose teachers personally do counseling to students. A Two-Day Workshop On Career Guidance was organized for the students to decide career goals and to find paths to achieve these goals.

To inculcate the research skills in staff a lecture on research methodology was organized for staff. It is needed to develop the student's research and competitive attitude. Keeping this in mind, students are always encouraged to participate in research based competitions like the Junior Research Competition, Avishkar, and events organized by different organizations. A teacher with a good research attitude is always motivating for students. Subsequently, faculties are encouraged to engage in the research and present their research work at different conferences.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.3.2

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

Response: 0.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	1	1

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

The Institute believes that technical knowledge and employability are not only the purposes of education;

for a happier and more meaningful life, good values should be inculcated in the youth during education. For the holistic development of the students, the institute organizes different, extensive activities every day. The Institute has faith that values and ethics nurtured on college campuses are carried by students in their families and society.

The institute has a system in place for students to participate in different civic-minded activities. Students have been involved in the following activities during the last five years:

- **Voter Day Pledge:** The Voter Day Pledge program enhanced understanding of the role of voting in shaping the nation's future.
- **Plastic Collection:** The plastic collection movement helps achieve a cleaner environment by removing plastic waste from our college campus. This program promotes environmental conservation by collecting and properly disposing of plastic waste.
- **Blood Donation Camp:** The aim is to encourage students and employees to give blood and educate them on the value of doing so because it can save lives. The donated blood is used to treat patients in need of transfusions. Along with that, indirectly, the importance of blood donation is emphasized to students.
- **Vaccination awareness program:** In the pandemic situation of COVID-19, a vaccination awareness program is organized to increase the consciousness of the citizens about COVID vaccination.
- **Tree Plantation:** This plantation effort helps filter air pollutants, release oxygen, and reduce harmful greenhouse gases. During this tree plantation, students become aware of the role of trees in good environmental sustainability, which includes purifying the air, conserving water, and mitigating climate change.
- **Constitution Day:** The celebration of Constitution Day informs students about the importance of the Constitution in our country, so constitutional values are inculcated in them.
- **Pledge On National Unity Day:** Unity Day is celebrated by taking the pledge and explaining to students the diverse nature of our country regarding geography, culture, language, etc. This program promotes the message of unity, integration, and national cohesion among the diverse population of India.

Along with these different activities, the Swayamsidhha Abhiyan Workshop was organized in the years 2021–22, which increased awareness among girls about personal safety, potential risks, and strategies to avoid violence.

File Description	Document
Upload Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The government or any organizations is not recognized by any honors or awards for their work on the extension.

3.4.3

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	2	3

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 4

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

With the vision of providing professional education like BCA and MMS at a low cost to the socio-economically weaker students around Nandurbar district, IMRD was established in 2008. Management is always supportive of providing quality education and facilities to students from economically weaker backgrounds. The Institute is situated in the heart of the city with its sister organizations, Science Senior College and Senior Arts Mahila Mahavidyalay. Institute running professional courses like BCA and MMS. Since the establishment of the institute, required facilities have been provided to the students, and these facilities are regularly updated as per requirements with the kind support of management.

Classrooms: There are a total of 5 classrooms, among which 3 are equipped with LCD facilities. Wi-Fi and internet connectivity are also provided at the Institute. Each classroom has a blackboard, fans, LED lights, and good ventilation.

Computer lab: There are three well-equipped computer laboratories with 100 computer systems. All the computers are connected to the server LENOVO SR 650. Additionally, students have access to the internet. The computer lab is equipped with a smart board for interactive teaching.

Library: The institution has a computerized library with nearly 1678 books. There is also a reading room where faculty members and students can spend time reading daily newspapers, magazines, and other literature.

Total number of available reference Books: 1318

Total number of available text Books: 360

Seminar Hall: The institute has a seminar hall with a seating capacity of approximately 150 students. The seminar hall is well equipped with an audio system and a movable projector. This seminar hall is also being used for guest lectures and cultural activities.

Scribe Room: Although there is no Divyanjan student admitted. The college has a scribe room for examinations and ramp.

Indoor Hall: The institute is facilitated by the Indoor hall, which is used for indoor games like chess,

carrom. Along with these games, the indoor hall is well equipped with a shooting range, two badminton courts, table tennis, and archery.

Playground: The institute has a large college ground where facilities for basketball courts, Volleyball, Kho-Kho, kabaddi, and athletics games are available.

Student safety: The institute has CCTV cameras installed across the campus.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 19.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.776	5.00	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library, which has a sizable collection of books and magazines. The library is the center of knowledge resources. The LIBMAN software, which is a library management system, is one of the tools available in the library that students and faculty can use to search for books by title, author, and other criteria. There is a reading room available for teachers, graduate students, and undergraduate students. Textbooks, reference books, magazines, and newspapers are available in the campus library. LIBMAN has been used in the library for book acquisition, circulation and cataloguing. The “LIBMAN” software has been used since 2010, upgraded to cloud version software with an online license since 2019.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

Over the past five years, the institute has improved its IT infrastructure. The labs are regularly updated as needed. With more computers, printers, scanners, interactive LCD projectors, a dynamic website, and other applications, the Institute has improved its IT infrastructure. Recently, IMRD has a smart board donated by True View Security System, JSK enterprise. LAN with internet connections provided to the laboratory, office, and library. A WiFi facility is also available on the college campus. Classrooms are ICT-enabled with an LCD projector. The library is automated with LIBMAN software. Office is automated with cloud-based Masters Software. Online admission and fee payment facilities are available for students during the COVID-19 pandemic. The institute has updated its teaching using an ICT facility (a LCD Projector) with the help of software like Zoom Meeting, Google Meet, etc. An advanced server, the Lenovo SR 650, was purchased in 2021. Fifty computers were added during the years 2022–23. The institute has broadband connections up to 200 mbps.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 1.63

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

Response: 120

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 34.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
14.58	0.3815	0.64468	1.76972	1.50156

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 7.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	19	14	08	06

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. ICT/computing skills

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 37.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	79	00	112	42

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 16.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	7	6	3

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	45	40	27	15

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 13.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	16	00	20	17

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

Registration process of alumni association is in process. Institute having strong bonding with the alumni. Alumni are in contact with the Institute always. Institute provides platforms to these alumni to interact with the student. The institute appreciates feedback from alumni who have found employment in the field regarding the subjects and issues studied' applicability to the present business environment.

The feedback gathered in this way is taken into account when making suggestions for the reframing of the curriculum.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

The Institute intends to provide high-quality higher education to students from rural and tribal communities, with a focus on helping them gain a global perspective in the fields of information technology and management. The institute aims for value-based education for the holistic development of students.

Mission:

- 1.To provide students with an excellent, value-based education so they become technically sound people and responsible citizens.
- 2.To provide the necessary skill sets and competences for learners to meet the challenges of a rapidly changing global context.
- 3.To pound ethics and human values into all the students.
- 4.To bring the best out of ignited minds and nurture their skills for corporate and entrepreneurship

In order to fulfill its vision and mission, the institution has strong leadership that doesn't stop at anything. The institution's leadership is committed to fostering an entrepreneurial internal culture that encourages participatory management for the benefit of the institution's stakeholders and overall growth.

Important policy choices are made through the College Development Committee (CDC), and faculty leadership is developed in accordance with each faculty member's contributions to the institution. The institution's functions must be defined, followed, and evaluated by the CDC

CDC works with the Director and other stakeholders to prepare and execute different plans for institutional and student development. The implementations of different plans carried out over the past five years are listed below with the assistance of our Director, CDC, and the encouragement of our valued Management. The college has created short- and long-term goals and implemented them according to a priority system that takes into account current trends and the institution's vision and mission statements.

- 6 certificate and add courses were run for the students with the help of InfoGalaxy computers.
- 3 classrooms made ICT enabled.
- By increasing student strength to increase intake capacity.
- To have collaboration with the Industry and NGO for holistic development of student.

- To promote greenery initiatives

Leadership promotes participative processing, so in different committees, different stakeholders were involved. The institute supports faculties to participate in different professional activities. The institute has a strong belief in quality work, considering that the CDC decided to go for NAAC and IQAC, which were established in January 2023.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The implementations completed over the past five years were done so with the help and direction of our Director, CDC/IQAC, and encouragement from our respected Management. The college has created short- and long-term plans based on the institution's vision and mission statements, and has implemented them according to priority while taking into account current trends. The reports of some of the implementations made over the previous five years are listed below:

Perspective/Strategic plan	Action Taken Report
To introduce value added/ certificate courses.	Introduced value added and certificate courses during last five years in collaboration with InfoGalaxy Computers.
To enhance the intake of BCA	Enhanced From 60 seat to 62 in the academic year 2021-2022 Enhanced From 60 seat to 87 in the academic year 2022-23
To conduct course enrichment programmes	Encouraged students to register for online courses through SWAYAM, MOOC. Some of the students have registered and Some of the few faculty members have successfully courses through SWAYAM.
Up gradation of class room.	3 Classrooms are enabled with ICT

Professional Training Programmes	Regularly conducted Brain storming sessions for students and staff.
To establish MoU with competent agencies for the purpose of employability, Sports Activities, scope for higher education and establishment of Start Ups.	Following are the MoU and free 1. Gangotri Foundation 2. Asaram Agro Industry 3 InfoGalaxy Computer
To establish Computer Laboratories	During the year 2022-23 Institute established Computer Laboratory with 30 well configured computers
To promote greenery Initiatives	College has its own digital payment domain, communication to students through MASTERSOFT software through NPF (No Paper Form). A significant number of plants were planted on the campus of the institute, and in collaboration with social activity groups, students were informed about greenery initiatives. Environment, green and energy audits are conducted.
To install solar panels to meet electricity requirements	Installed solar panel in the campus.
Water Conservation	College has established Rain Water Harvesting and conserved water is utilized for the purpose of gardening and campus cleaning.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

1.Administration

2.Finance and Accounts

3.Student Admission and Support

4.Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Supportive Managment:

The renowned Management of the college has made a number of welfare and helpful amenities available to all employees. The specifics of the employee welfare programs are listed in the list that follows.

- **Medical Leave:** Medical leave can be availed upto 5 days per annum.
- **Maternity Leave:** This facility is provided for women faculty for considering their health.
- **Medical Health Check up:** Medical Health check up camps are organized time to time.
- **Festival Bonus:** During Diwali festival bonus is offered to the teaching and non teaching staff.
- **Duty Leave for research:** Duty leaves are granted to present research work,attend seminars etc.
- **Financial support** to attend seminars/workshops/conferences.
- **Advance Salary:** In case of need advance salary is offered to the staff with their demand.
- **Uniform:** Uniform is provided to peon freely.
- **Vishramkaka Wyakhyannmala:** During vikas cultural event, different intellactuals are invited to deliver lectures for staff.

File Description	Document
Upload Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and

towards membership fee of professional bodies during the last five years

Response: 2.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 23.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	2	6	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	3	3	3

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Institute accounts are audited regularly at the end of every financial year college. institute have two step auditing mechanism i.e. Internal audit and External audit.

Internal Audit:- The internal audit is conducted by the authorized person, appointed by the management at the end of the financial year.

External

Audit:- P.D. Dalal and Company has been chosen by the college to serve as its statutory auditor. The statutory auditor reviews the financial accounting and other financial records following the end of the fiscal year, and he regularly submits an audit report.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Management of institute does not compromise with the quality at any cost. They believe in better education in minimal cost for the students. Considering this in CDC it was decided to establish Internal Quality Assurance Cell (IQAC) and go for NAAC accreditation for self analysis. After establishment of IQAC, regular meetings of IQAC were held with the staff and students and accordingly different activities planned.

- 1) As per plan IIQA was submitted for NAAC accreditation.
- 2) MOU with Gangotri Foundation and Asaram Agro industry was initiated.
- 3) Meetings were conducted for timely submission of SSR.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

IMRD, Shahada has taken significant steps to promote gender equity and create a safe and inclusive environment for all its members. The institution has initiated a Gender Policy and implemented various measures to foster gender equality and sensitivity within its campus community. Additionally, several gender equity promotional activities have been conducted to raise awareness and empower individuals.

Gender Policy and Measures for Promotion of Gender Equity: The Gender Policy aims to create a safe and inclusive environment that values diversity and promotes equal opportunities for everyone.

To uphold this policy and foster a gender-sensitive campus culture, the institution has implemented the following measures:

1. **Facilities and Safety Measures:** IMRD, Shahada has established facilities like CCTV surveillance, a Common Room for students, Fire Extinguishers, and First Aid Boxes to ensure the safety and well-being of all members, with particular consideration for the safety of women.
2. **Grievance Redressal Mechanism:** The college has set up a Suggestion Grievance Box. Additionally, various committees, such as the Anti-Ragging Committee, Anti-Sexual Harassment Committee, Counseling Committee, Disciplinary Committee, and Grievance Committee, play essential roles in addressing gender-related grievances and ensuring a supportive environment.

Gender Equity Promotional Activities: To actively promote gender equity and raise awareness about gender-related issues, IMRD, Shahada has organized several activities over the last five years:

2018-19:

Lecture on Women's Day: By conducting a lecture on International Women's Day, the college celebrates women's achievements, raises awareness about gender equality, and discusses challenges that women may face.

Karate Training Program: Offering karate training enables women to develop self-defense skills, empowering them to feel safer and more confident.

2019-20:

Karate Training Program: Continuation of the karate training program emphasizes the college's commitment to empowering women and ensuring their safety.

Lecture on Health & Hygiene of Women: The college conducts a lecture to educate and sensitize the community about women's health needs and the importance of hygiene.

2020-21:

Karate Training Program: Repeating the karate training program underscores the college's continuous efforts to empower women and enhance their self-defense capabilities.

Lecture on Health & Hygiene of Women: By reiterating the lecture on women's health and hygiene, the college emphasizes the importance of women's well-being and overall health.

2021-22:

Seminar on AIDS Awareness: This seminar educates students about HIV/AIDS, promoting awareness and safe practices for all genders.

Domestic Violence & Laws: Raising awareness about domestic violence and relevant laws helps in combating such issues and supporting victims.

Swayamsidhha Abhiyan (Self-Defence) Workshop: Empowering women with self-defense skills through workshops like these enhances their sense of security and agency.

2022-23:

Medical Camp: Conducting medical camps may focus on women's health needs, ensuring access to necessary healthcare services.

Lecture on Women's Day: Celebrating International Women's Day is a reminder of the ongoing efforts to promote gender equality and celebrate the achievements of women.

IMRD, Shahada has taken proactive steps to establish a Gender Policy and implement measures to promote gender equity and a safe, inclusive environment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

IMRD, Shahada has demonstrated a strong commitment to fostering an inclusive environment that promotes tolerance and harmony among its students and employees, regardless of cultural, regional, linguistic, communal, and socioeconomic backgrounds. To inculcate this in students and in staff following activities were conducted.

2018-19 Initiatives:

Reading Day Celebration - VachanPrerna Din (Book Reading): To engage students and teacher in reading, which fosters knowledge sharing and understanding among different perspectives and cultures.

Shivjayanti Lecture: Shivjayanti celebrated to highlight the importance of cultural heritage and respect for diverse traditions.

Youth Day Adoration of Frame: Celebration of Youth Day is necessary to contribute the youth's potential positively to society, irrespective of their backgrounds.

Lecture on Yoga Day: Observing International Yoga Day promotes physical and mental well-being while embracing a practice that transcends cultural boundaries.

Lecture on Mahatma Gandhi's Birth Anniversary: To emphasizing values like non-violence, inclusivity, and social harmony.

2019-20 Initiatives:

Lokmanya Tilak Death Anniversary: By remembering historical figures like Lokmanya Tilak, the college reinforces the importance of unity and nationalistic ideals.

Mahaparinirvan Day: To commemorate great leaders and reflect on the significance of their contributions to society.

Pandit Jawaharlal Jayanti: Celebrating the birth anniversary of Pandit Jawaharlal Nehru promotes the idea of secularism and unity in diversity.

Lecture on Unity Day: To emphasize the value of national unity and solidarity, transcending differences and fostering a sense of belonging to the nation.

Voter Day Pledge: Pledging on National Voter Day highlights the importance of democratic participation and equal representation.

2020-21 Initiatives:

Lecture on APJ Abdul Kalam Birth Anniversary: To embrace knowledge, education, and scientific temperament, irrespective of their backgrounds.

Blood Donation Camp: The college's involvement in organizing blood donation camps reflects the spirit of humanitarianism and selfless service towards all.

Lecture on Sane Guruji Death Anniversary: Commemorating Sane Guruji's legacy emphasizes the values of education and social equality.

Vaccination Awareness Programme: This initiative underscores the importance of public health and equitable access to healthcare services.

Youth Day: To inspire the younger generation to work towards a more inclusive and harmonious society.

2021-22 Initiatives:

Lecture on Lokmanya Tilak Birth Anniversary: Celebrating the birth anniversary of Lokmanya Tilak reaffirms the principles of social justice and nationalism.

Pledge on National Unity Day: To promote harmony and understanding among diverse communities.

Lecture on Yoga Day: By conducting a lecture on International Yoga Day, the college embraces the universality of yoga as a means of holistic well-being.

2022-23 Initiatives:

Constitution Day: Commemorating Constitution Day highlights the importance of respecting the constitution and upholding its principles.

Poster Presentation & Rangoli Competition: Organizing creative activities like these encourages students to express their ideas and perspectives freely, promoting inclusivity.

Induction Programme: The induction programme for new students promotes a welcoming and supportive environment, ensuring that every individual feels valued and respected.

Lecture on Yoga Day: Observing International Yoga Day is a testament to the college's commitment to physical and mental wellness for all.

These initiatives collectively demonstrate IMRD, Shahada's dedication to creating an inclusive and harmonious campus environment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1: "Empowering Students through Financial Assistance and Support"

The practice titled "Empowering Students through Financial Assistance and Support" at IMRD Shahada is a comprehensive initiative designed to provide economically disadvantaged students with the means to pursue higher education without the burden of financial constraints. The primary objectives of this practice are to offer financial aid to economically weaker students, provide mentorship and guidance throughout their academic journey, and offer counseling to help them overcome challenges and achieve personal and academic success.

The context of this practice arises from the recognition of the financial difficulties faced by students from disadvantaged backgrounds who aspire to continue their education and improve their prospects. To address this, IMRD Shahada collaborates with Kavayitri Bahinabai Chaudhari North Maharashtra University (KBCNMU), Jalgaon, to implement this program. The practice includes the "Earn and Learn" scheme, offering both financial support and work-study opportunities to deserving students. Additionally, a dedicated counseling committee ensures that students receive the necessary guidance and support to excel academically and personally.

The evidence of success for this practice is demonstrated through the consistent increase in the number of students benefiting from financial assistance. Over the years from 2018 to 2023, the support has incrementally grown, with the number of students receiving financial aid rising, reflecting the program's effectiveness in aiding economically weaker students.

Best Practice-2: "Inspire, Innovate, Succeed: IMRD Shahada's Entrepreneurship Lecture Series"

The practice titled "Inspire, Innovate, Succeed: IMRD Shahada's Entrepreneurship Lecture Series" aims to cultivate an entrepreneurial mindset among students and encourage them to explore innovative business ideas. This initiative encompasses a Lecture on Entrepreneurship program and a two-day Workshop on Career Guidance, both designed to equip students with essential entrepreneurial skills, mentorship, and knowledge.

IMRD Shahada's commitment to nurturing entrepreneurship and career development is evident through its series of programs. The Lecture on Entrepreneurship program invites successful entrepreneurs as guest speakers, providing students with insights into the real-world challenges and strategies for success.

The interactive sessions facilitate direct engagement between students and speakers, fostering practical learning.

The two-day Workshop on Career Guidance focuses on offering students comprehensive insights into various career opportunities and pathways. Career counselors lead discussions and personalized counseling sessions to aid students in making informed decisions about their future careers.

The success of this practice is evidenced by the increasing participation in the Lecture on Entrepreneurship program over the years, reflecting its popularity and impact. The positive feedback received from participants, speakers, and stakeholders further affirms the effectiveness of the practice. The program's influence is also demonstrated by the number of students who have successfully established their entrepreneurial ventures after participating in the lectures and workshops.

These both best practices at IMRD Shahada showcase the institution's dedication to student empowerment, innovation, and success. Through financial assistance and entrepreneurship-focused initiatives, IMRD Shahada strives to create a conducive environment for students to thrive academically, professionally, and personally.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The Institute of Management Research and Development (IMRD), situated in the heart of Shahada town, stands as a distinctive beacon of educational empowerment within the tribal and rural zone it serves. As the sole institution providing professional education in the region, IMRD plays a pivotal role in shaping the lives of students from the neighboring villages. This remarkable institution not only imparts technical education but also fosters a profound understanding of civic responsibilities among its students.

In a region where access to quality education is often limited, IMRD's strategic location within the city becomes a crucial advantage. Shahada, being a rural area, faces several challenges in terms of educational infrastructure. Yet, IMRD shines as a haven of learning, offering the students of nearby villages an opportunity to access professional education conveniently. The well-connected government bus services provide seamless transportation options, enabling students from even the most remote villages to reach the institute with ease. This accessibility has transformed IMRD into a gateway of empowerment for the youth residing in these underserved areas.

One of IMRD's key differentiators lies not only in its academic offerings but also in its commitment to cultivating responsible citizens. Beyond imparting technical knowledge, the institute actively educates its students about their roles and responsibilities within the community and society at large. By instilling values of civic duty, IMRD equips its students to become not just professionals, but also informed and engaged citizens capable of driving positive change.

As IMRD aligns itself with the priority of providing professional education to the surrounding villages, its impact resonates deeply. The institute's efforts in bridging the educational gap in the tribal and rural region are commendable. By making education accessible to the youth who often lack such opportunities, IMRD directly contributes to uplifting the socio-economic landscape of the region.

Through a combination of its strategic location, comprehensive educational offerings, and commitment to instilling values of citizenship, IMRD transforms into a catalyst for progress. It provides a platform for aspiring professionals from rural backgrounds to step into a world of knowledge, skill development, and personal growth. IMRD's dedication to holistic education reflects its commitment to nurturing individuals who not only excel in their careers but also contribute positively to their communities.

In a society where education is a powerful tool for social transformation, IMRD's dedication to its distinctive priority of empowering the youth from tribal and rural regions is a testament to its ethos. As the single institute in Shahada town providing this invaluable service, IMRD's impact is far-reaching. It stands as a shining example of how education, combined with a sense of civic responsibility, can create ripples of change that resonate far beyond the boundaries of the institution itself.

IMRD College's transformative approach empowers students from rural backgrounds to excel on the global stage. Through holistic education that blends technical expertise and civic values, IMRD grooms graduates who seamlessly navigate diverse global environments while remaining rooted in their rural origins. This commitment extends beyond classrooms, fostering responsible citizens who drive positive change in both local and global communities. IMRD's impact resonates as graduates carry their enriched perspectives, bridging the gap between rural aspirations and global accomplishments.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Shahada Taluka Educational Society & Co.Op. Educational Society Ltd. is one of best educational society providing education from KG to PG in Shahada city and around the Shahada block. From 2001 S.T.E.S. & Co-Op. Educational society serving in the field of Higher Education. In 2001 Sanstha established two units namely Science Senior College and Senior Arts Mahila Mahavidyalay. By considering the global need of trained human resources in the field of Computer and Management Research Sanstha established IMRD in 2008.

The institute is of the opinion that delivering high-quality education is most effective when it is practical and accurately focused. Institute strongly believes in the holistic development of students, accordingly different activities are planned always. Institute having local to Global perspective.

Concluding Remarks :

IMRD, Shahada is one of the best Institution in Nandurbar district providing Professional courses in minimum fees. IMRD feel proud to get accredited by an esteemed institution namely NAAC which is proved to be a remarkable milestone in improving and sustaining quality in Higher Education in India.

IMRD, Shahada has strong and visionary management which always supports for best quality education. IMRD, Shahada is having progressive approach towards student's and Institutions growth. It plans to work in infrastructure, student development activities, placement activities etc.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : Input edited as per the supporting documents.</p>																																								
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>14</td><td>4</td><td>2</td><td>1</td><td>3</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>14</td><td>16</td><td>11</td><td>11</td><td>14</td></tr></table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>25</td><td>8</td><td>8</td><td>8</td><td>8</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>25</td><td>20</td><td>20</td><td>19</td><td>19</td></tr></table> <p>Remark : Input edited as per the supporting documents.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	14	4	2	1	3	2022-23	2021-22	2020-21	2019-20	2018-19	14	16	11	11	14	2022-23	2021-22	2020-21	2019-20	2018-19	25	8	8	8	8	2022-23	2021-22	2020-21	2019-20	2018-19	25	20	20	19	19
2022-23	2021-22	2020-21	2019-20	2018-19																																					
14	4	2	1	3																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
14	16	11	11	14																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
25	8	8	8	8																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
25	20	20	19	19																																					
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years</p> <p>Answer before DVV Verification:</p>																																								

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

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	3	4	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	2	3

Remark : Input edited as per the supporting documents.

5.1.1	<p>Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>15</td><td>23</td><td>14</td><td>12</td><td>10</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>11</td><td>19</td><td>14</td><td>08</td><td>06</td></tr></table> <p>Remark : Input edited as per the supporting documents.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	15	23	14	12	10	2022-23	2021-22	2020-21	2019-20	2018-19	11	19	14	08	06
2022-23	2021-22	2020-21	2019-20	2018-19																	
15	23	14	12	10																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
11	19	14	08	06																	
5.1.3	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>127</td><td>79</td><td>00</td><td>112</td><td>42</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>52</td><td>79</td><td>00</td><td>112</td><td>42</td></tr></table> <p>Remark : Input edited as per the supporting documents.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	127	79	00	112	42	2022-23	2021-22	2020-21	2019-20	2018-19	52	79	00	112	42
2022-23	2021-22	2020-21	2019-20	2018-19																	
127	79	00	112	42																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
52	79	00	112	42																	
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2</td><td>5</td><td>7</td><td>6</td><td>3</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	2	5	7	6	3										
2022-23	2021-22	2020-21	2019-20	2018-19																	
2	5	7	6	3																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	7	6	3

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
47	55	38	21	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	45	40	27	15

Remark : Input edited as per the supporting documents.

5.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
44	52	31	54	49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	16	00	20	17

Remark : Input edited as per the supporting documents.

6.5.2

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input edited as per the supporting documents.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 7 Answer after DVV Verification : 11																				
1.2	Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>7</td><td>7</td><td>7</td><td>8</td><td>8</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	7	7	7	7	7	2022-23	2021-22	2020-21	2019-20	2018-19	7	7	7	8	8
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	7	7	7	7																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	7	7	8	8																	