SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

TIRPUDE INSTITUTE OF MANAGEMENT EDUCATION

TIRPUDE INSTITUTE OF MANAGEMENT EDUCATION 1, BALASAHEB
TIRPUDE MARG, CIVIL LINES, SADAR, NAGPUR
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Tirpude Institute of Management Education (TIME) was established in 2004 under Yugantar Education Society. The institute came into being and started imparting management education from 1994, as the DMSR, Tirpude College of Social Work, working under the parent education society. Thereafter, the institute underwent transformation in the intervening years, by undergoing certain official processes, to establish a separate college - Tirpude Institute of Management Education – in 2004. It has been striving to impart high quality management education with intensive, practical, hands-on training to its students, since inception. TIME is a self-financed, private educational institution affiliated to Rashtrasant Tukdoji Maharaj Nagpur University.

TIME is conveniently located in the heart of Nagpur city and only 2 KM away from 'zero mile', the perceived geographical centre of India. Geographically, Nagpur is very well connected to all important cities of India.. The Institute is located just 3 KM away from Nagpur Railway Station and 8 KM from Nagpur Airport.

As an institute, TIME has imbibed qualities of stability, ability and quest for excellence among its students. Student development is at the centre of all activities of the institute and all programmes are developed and delivered in a transparent and student-centric manner. In its mission to excel in all spheres of management education and meet the varied and dynamic needs of society, TIME has embarked upon a journey to meet the challenges of today and tomorrow with a varied and excellent mix of curriculum, faculty and infrastructure.

Vision

Vision:

We will be a unique educational institute with strong regional roots and be a nationally influential education centre imbibing moral and cultural values.

Mission

Mission Statements

M1: Our Mission is to create and disseminate knowledge that significantly influences and enriches student community.

M2: Our Mission is to serve the business community by constantly providing quality manpower, business leaders and collaborate with it through research and consultancy.

M3: Our Mission is also creating corporate citizens who are socially sensitive, environmentally conscious and

who significantly contribute to nation building.

Apart from imparting business management education, the institute has incorporated following core values in its myriad practices:

- **p**romoting an ethical way of life among its students,
- instilling a sense of equality among students,
- inculcating community service as a part of their responsibility,
- imbibing acceptance of diversity in their lives; and
- developing entrepreneurs for service of the society, both within and outside an organization.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Processes

Standard Operating processes that are well established and are followed are a key strength of the institute which enables it to replicate all successful activities in a sustainable manner.

Team

Blend of young and old as well as industry experienced professionals and faculty with extensive academic exposure is one of the pillars of strength of the institute.

Alumni Interface

A strong alumni base is supplemented by continuous engagement with the alumni in all forms making the Alumni & its Interface a key success factor for the institute.

Established Network & Goodwill

Local, regional as well as National level network of contacts is helping the institute to retain its strengths. Added to this is the strong Goodwill that is generated by virtue of these networks.

ABL (Activity Based Learning)

Activity Based Learning adopted at the institute can easily be considered not only as the strength but even a Best Practice amongst all contemporary B-Schools of the region.

Pedagogical innovations

The primary culture of continuous pedagogical innovations is a mindset that has resulted in immense amount of newer and more engaging ways of teaching-learning at the institute.

Flexible approach

One of the core strengths of the institute is its flexibility. A nimble footed approach to all activities which are academic as well as non-academic in nature have enabled the institute to adapt to the changing environment in real time and has been the hallmark of its success.

Institutional Weakness

Limited Academic Autonomy

Since the syllabus is governed by the affiliating university, academic autonomy is limited and is therefore a major impediment in day-to-day functioning.

Technology & its use on campus

Lack of adoption of the latest technologies related to software as well as hardware has been hindering the growth of the institute to a large extent.

Lack of 24x7 learning environment

Since the institute functions only during the day and has no hostel facility, students are not encouraged to spend more time on campus and hence learning process is limited by the timings of the institute.

Students belonging to vernacular environment

All the students (PG Program) are allotted by the Government of Maharashtra and as such the institute has no control over the selection of students. This results in students belonging to academically poorer sections of the society also being part of the institute whose background of English communication is very weak.

Faculty Research & Publication

High quality faculty research and publication in conferences and journals is an area of concern for the institute as it constitutes a weakness currently.

Institutional Opportunity

Students and Faculty Exchange

One of the key opportunities is in the area of Student & Faculty exchange with institutes from India as well as abroad which will add to the amount of exposure being provided to the students.

Attracting industry professionals on sabbatical

Since a large number of industry professionals are taking sabbatical leaves, it presents a unique opportunity to tap into their skill sets and recruit them for short tenures.

Strategic Tie-ups

The institution can enter into MoUs with certain Universities at international level for identified strategic areas of management education.

Establish state-of-the-art Management Development Programme (Training) cell

A dedicated cell with required number of faculty members working for it will enable the institute to create a niche for itself here.

Consulting for growing businesses

Consulting is one other area where the institute can utilise potential of its industry experienced faculty and thereby help local industry to grow their businesses.

Research for local and regional businesses

The institute, by virtue of its experienced faculty, many of whom are doctorate, can provide hands on solutions to these businesses.

Engaging Entrepreneurs

Curious students with some consideration for entrepreneurship as a career option can be guided and mentored with help from and involvement of entrepreneurs.

Tie-up with NGOs

The institute has a scope for striking tie-ups with more NGOs and intensifying the existing associations in order to sensitise its students to the issues and challenges of underprivileged strata of society.

Institutional Challenge

Little / No control on quality of students

Centralised Admission Process for MBA program takes away the institute's control on quality of students seeking admission.

University Norms - Faculty recruitment

The incumbent norms for recruitment of faculty are very time consuming and cumbersome. This poses a huge challenge to the institute.

FRA restrictions

There are severe restrictions imposed by the Fee Regulatory Authority and, as a result, the institute cannot charge a fee it considers appropriate to the program.

Multiple regulating agencies

The institute has to abide by regulations of multiple regulating authorities. This results in duplication of data to be forwarded to all these bodies for various purposes, thereby voluminously increasing clerical tasks.

Lack of clarity on International Tie-ups

In absence of clarity from concerned regulatory authorities, the institute faces the challenge of tying-up and forging MoUs with educational and other institutes.

Internal Brain Drain

Due to limited opportunities locally, the institute constantly faces situation of brain drain. More opportunities abound in bigger cities and students prefer studying there. This is true in case of teaching faculty members also, to an extent.

Lack of industrial growth in Central India

Industrial growth is severely lacking in Central India and as a result industrial presence is minuscule which is reflected in poor placement of students.

Uncertain economic environment

Operating in an uncertain economic environment has its own pitfalls and the institute also is affected by the current winds of economic uncertainty.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Tirpude Institute of Management Education believes in continuous and holistic development of students. Several significant actions are taken and reforms are made from time to time to improve the curricular aspects of the institute, for effective teaching –learning process through valuable delivery of the curriculum, keeping in view the ever-changing global trends and local needs.

The Institute has a well designed and documented process to ensure learner centric delivery of curriculum. A well planned Academic calendar is prepared and actions are taken for efficient implementation and adherence of the same through well managed Information and Communication Technology (ICT).

The institute execute the curriculum, keeping in view providing quality education with extensive hands-on opportunities and industry exposure, so that students are ready for their upcoming careers. Number of courses imparting transferable and life skills viz. Tirpude's Industry Readiness Exercise (TiRE) and Personality Enhancement Program (PEP) are conducted to ensure overall development of students. Various programmes are organised in the form of Interactive sessions with industry veterans, plenary sessions, guest lectures, Industry visits, workshops, conferences and seminars from time to time. The institute takes sincere efforts in imbibing human values, correct work ethics, professional values, corporate ethics, sensitizing the young generation on social and environmental issues etc. To ensure transparency and effective delivery of the curriculum, the institute has also involved its stakeholders like students, industry experts, employers and alumni

to review and revise the curriculum delivery methods.

Teaching-learning and Evaluation

Innovation in Pedagogy

The teaching – learning processes at the Institute revolves around its basic philosophy of 'creating good learners'. The Institute has a strong belief that 'learning by doing and experiencing' is the most effective learning tool. Hence, the Institute has adopted 'Activity Based Learning Model' and has successfully institutionalized it over the years. Moreover, constant innovation and experimentation in pedagogy is the unique feature of teaching – learning process.

Catering to Student Diversity

The challenges of dealing with diversity of students are resolved with the help of Tirpude's Management Aptitude Test (T-MAT) in terms of assessing the learning abilities and styles. The Institute addresses this challenge by designing various special mechanisms and teaching methods for slow and advanced learners.

Academic Calendar

A well thought academic calendar, despite limited academic flexibility, is at the origin of effective teaching – learning processes. The time frame and process of designing academic calendar is comprehensive, well defined and transparent.

Teacher Profile

The Institute has adequate number of qualified teachers for programs it offers. Total 6 teachers are having Ph.D. qualification, 7 have submitted their thesis to University for evaluation and 7 are working on their respective theses. The average experience of teachers at TIME is above 9 years. The faculty is having a wide industry experience which enhances the quality of curriculum delivery. Besides this, the faculty members have attended numerous FDPs at institutions of national importance such as IIM-B, IIM-L, IIM-C, IIM-I, IIFT, Delhi, XLRI, Jamshedpur, MDI, Gurgaon, etc.

Research, Innovations and Extension

An academic institute is not only a place of educating students on curriculum content but it also serves as a place of creating knowledge useful to society. TIME is committed to create knowledge and motivate its students to think innovatively and inculcate social values in their lives.

The institute actively encourages its faculty members to conduct research, with students, under areas relevant to industry and to society at large. In the last five years faculty members have presented 83 research papers at conferences / published papers in national and international journals of repute. The institute has been awarded research projects sponsored by industry from time to time. Recently, it has conducted a mega survey project for Nagpur Police. The Institute ensures that students also get benefits of research work done by faculty members,

by involving them.

Institute actively promotes innovation and entrepreneurship among its students and encourages innovative practices through its alumni association. The institute has its own programme 'Tirpude's Innovation Programme for Students' (TIPS), which is an annual workshop for students to learn about innovative practices in industry and academia and about IPR and its application in business. In addition to workshops and seminars, the Institute has entered into an agreement with Wadhwani Operating Foundation to provide free certification course on entrepreneurship.

The institute has also initiated 'Tirpude's Outreach Programme' to promote extension activities among student and also has an active Rotaract club that conducts activities for sensitisation of students towards social issues and human values.

Infrastructure and Learning Resources

TIME believes that physical infrastructure is vital for development of the Institute and in achieving its vision and mission. The Institute has developed a state-of-the-art physical infrastructure, admeasuring 6,070 Sq. Mt. of built up area with adequate number fully equipped classrooms. The Institute has up to date computer laboratories and a language lab. The campus is equipped with free Wi-Fi facility.

The library facilitates students to discover themselves by independent study, helps in developing reading habit, increases knowledge and widens their outlook. The institute has a well maintained and up-to-date library with variety of curriculum oriented and general books, journals, magazines, online databases and e- books.

The Institute boasts of a ground admeasuring 13,571 Sq. Mt. and recognizes that sports activities are important for building confidence, discipline, good health, concentration and teamwork among students. TIME promotes active participation of students in various sports activities and provides facilities for various indoor and outdoor sports activities.

Cultural activities are important for developing creativity, confidence, compassion, coordination and teamwork in students and, therefore, TIME encourages students to take part in various cultural activities for their overall development. The institute has an auditorium, a huge open stage, sound system and Audio Visual room to facilitate the above. The institute also has a music room with variety of musical instruments to encourage students to pursue their hobby in music.

TIME has well established systems and procedures for maintaining and optimally utilizing physical, academic and support facilities to ensure minimum breakdown situations.

Student Support and Progression

The institute provides an unconditional support to each student and ensures barrier free learning environment.

For financial support, the institute facilitates students to avail all scholarship schemes offered by the Central and State Governments. Besides this, it also has a policy to provide instalment facility for needy students.

TIME provides additional academic input to weak and slow learners through extra classes, tutorials and bridge courses. Special personal coaching is also provided after regular classes to such students..

Special efforts are taken for holistic development of students. Many personality enhancement programs and soft skill development programs are in place for enhancing personality of the students. The institute has developed a strong industry interface, both locally and nationally, that provides ample opportunities for hands on training and final placements to students. Over the past two decades the alumni network has also grown manifold to help the institute in knowledge sharing, short term projects, internships and final placements. The active participation of Alumni in academic activities enhances learning experience and their generous donations supports the institute financially.

The institute also provides additional academic input to students for competitive examinations at national and state levels. Special coaching and career guidance inputs are given to aspiring students free of cost. The active presence of Students' Council and various committees for grievance redressal create free and fair learning environment.

The institute also encourages students to actively participate in cultural and sports activities and provides a reasonable infrastructure and environment to support these activities.

Governance, Leadership and Management

At TIME, all academic and other activities are based on the vision and mission statements created methodically by a consultative process. Various acts of good governance and leadership are ensured through regular reporting and continuous monitoring of activities by the stakeholders. Various task forces are required to periodically present the status of all ongoing activities. The concept of decentralization and participation is followed to develop a bonding among the faculty and students, enabling them to take decisions, solve problems, exhibit talent, develop teamwork and leadership skills and thus become confident and capable students. Formation of Tirpude's Premier League (TPL) is a case in point.

The institute follows a professional style of management and practices expansion, stability, diversification and exit strategies for its growth. It strikes alliances and also has built strong relationship with local industry and experts from various fields of management. The reporting relationships of faculty and staff are clear and well structured. Various committees, cells and clubs are formed to institutionalise certain processes and systems for learning and building competitiveness among students. TIME, with its limited resources, strives to provide the best possible welfare measures to its teaching and non-teaching staff.

The institute has a strong and effective performance appraisal system that has evolved over the last few years. Transparency in governance is amply demonstrated by regular internal and external audits of accounts. Examples of best practices and teaching-learning reforms are testimony to an institute that has 'excellence and development' as its philosophy.

Institutional Values and Best Practices

TIME successfully practices values such as gender equity, equal opportunities for divyangjans, environment concerns, etc. through many initiatives.

The institute has a team of teachers under student grievance cell and tie up with external counsellors for counselling students on gender based issues. The institute has an effective waste management system in practice. It has also installed vermin-compost system for liquid waste management.

At TIME students are connected with local community through various activities that build human values and professional ethics. Besides this, the Institute has a code of conduct for all members of academic community and strictly adheres to its core values.

The institute functions as per the norms laid down by its various regulatory authorities. It maintains transparency in its financial, academic, administrative and auxiliary functions as it involves all stakeholders in the process. National festivals are organized, anniversaries of great Indian personalities are observed and important days like 'Samvidhaan Din' are celebrated, regularly, to inculcate national values and to reinforce national symbols and identities to students.

From the experiments and efforts of more than two decades the institute is able to evolve effective best practices. Regular alumni-faculty interface and activity based learning methods are among the best practices, currently followed. The institute has earned a distinction of conducting curricular, co-curricular and extra-curricular activities, events and programmes that blend strong moral and cultural values with them, as envisaged in the vision and mission statements of the institute.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TIRPUDE INSTITUTE OF MANAGEMENT EDUCATION
Address	Tirpude Institute of Management Education 1, Balasaheb Tirpude Marg, Civil Lines, Sadar, Nagpur
City	Nagpur
State	Maharashtra
Pin	440001
Website	www.tirpude.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Lalit Khullar	0712-2521394	9822465197	0712-2543965	dean@tirpude.edu.in
Professor	Sanjay Kavishwar	0712-2521871	8208404982	-	s.kavishwar@tirpude.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

Date of establishment of the college	31-03-1994

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	[View Document](#)

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	[View Document](#)	30-03-2017	12	Annual renewal of approval

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Tirpude Institute of Management Education 1, Balasaheb Tirpude Marg, Civil Lines, Sadar, Nagpur	Urban	9.36	6070

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BCom,Ug	36	XII Pass	English	384	312
UG	BBA,Ug	36	XII Pass	English	704	625
PG	MBA,Pg	24	As prescribed by AICTE and DTE Maharashtra	English	360	342
Doctoral (Ph.D)	PhD or DPhil,Higher Learning And Research Centre	60	As prescribed by R T M Nagpur University	English	20	10

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				3				6				32
Recruited	2	0	0	2	1	0	0	1	13	13	0	26
Yet to Recruit				1				5				6
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	10	3	0	13
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	1	0	0	2	1	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	11	12	0	23

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	6	5	0	11

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
Doctoral (Ph.D)	Male	5	0	0	0	5
	Female	4	1	0	0	5
	Others	0	0	0	0	0
Diploma	Male	15	0	0	0	15
	Female	25	0	0	0	25
	Others	0	0	0	0	0
UG	Male	582	22	0	0	604
	Female	307	26	0	0	333
	Others	0	0	0	0	0
PG	Male	162	5	0	0	167
	Female	161	14	0	0	175
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	96	102	98	66
	Female	75	76	72	69
	Others	0	0	0	0
ST	Male	7	6	10	3
	Female	6	9	8	7
	Others	0	0	0	0
OBC	Male	137	130	124	104
	Female	89	83	59	62
	Others	0	0	0	0
General	Male	490	455	507	444
	Female	321	311	296	287
	Others	0	0	0	0
Others	Male	34	31	34	21
	Female	18	28	25	19
	Others	0	0	0	0
Total		1273	1231	1233	1082

3. Extended Profile

3.1 Program

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

Response : 234

Number of self-financed Programs offered by college

Response : 6

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

Response : 3

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1273	1231	1233	1082	1029

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

2016-17	2015-16	2014-15	2013-14	2012-13
743	743	744	725	725

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

2016-17	2015-16	2014-15	2013-14	2012-13
408	408	379	376	394

Total number of outgoing / final year students

Response : 1965

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
39	39	42	36	39

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

2016-17	2015-16	2014-15	2013-14	2012-13
29	33	36	28	32

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

2016-17	2015-16	2014-15	2013-14	2012-13
41	41	43	43	43

Total experience of full-time teachers

Response : 273.08

Number of teachers recognized as guides during the last five years

Response : 3

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

Response : 44

3.4 Institution

Total number of classrooms and seminar halls

Response : 23

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

2016-17	2015-16	2014-15	2013-14	2012-13
143.8	141.83	153.89	128.01	133.13

Number of computers

Response : 227

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

Response : 0.32917

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

Response : 0.11296

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The predominant factor in effective teaching - learning process is effective delivery of the curriculum. The Institute has a well designed and documented process to ensure learner centric delivery of curriculum.

Academic Calendar

The academic calendar is prepared by a Committee comprising Director, Dean-Academics and all Program Coordinators in the month of April. A well thought academic calendar deals with the number of working days (and actual dates) in a session planned for classroom teaching, activities, events and other co-curricular and extra-curricular activities assigning faculty in-charge for every activity and event. The academic calendar is also uploaded on the website to facilitate all the stakeholders to have beforehand information about academic conduct during the session.

Subject Allotment

Director, Dean – Academics and Programme Coordinators, after due consultation with the faculty members finalise the subject allotment for a particular session. The subject allotment is communicated to faculty members at least 6 weeks before commencement of the academic session to facilitate the teacher to prepare her/his lesson plan and design appropriate activities to ensure effective delivery of curriculum. The highlights of the guiding principles of subject allotment can be mentioned as:

- Teachers are encouraged to take up new subjects on regular basis to have an exposure to the entire curriculum.
- The total work load of every teacher (not contrasting with the prescribed norms) is ensured to be balanced with classroom teaching, outdoor activities and event related tasks.
- Majority teachers are given opportunities to teach UG as well as PG programme to facilitate students to connect with all teachers in the Institute.

Teaching Plan

The Institute religiously follows the mechanism of designing a teaching plan by every teacher and expects every teacher to adhere to it. A teacher, on allotment of the subject is oriented with the Program and Course Outcomes by the Program Coordinator. A teacher is asked for suggestions on modifications/improvements in the Course Outcomes to enhance the quality of delivery. Every teacher is provided with the predesigned template to prepare her/his teaching plan and asked to submit the same to the Program Coordinator before commencement of the session. The highlights of the contents of Teaching Plan can be mentioned as:

- Course Objectives and Course Outcomes
- Logical sequencing of various topics covered in the curriculum
- Duration (in Hrs) required to complete each topic/chapter and the total curriculum
- Pedagogical tool to be used for delivery, such as classroom discussion and presentation, classroom activity, exercises, case study, simulation exercises, etc.
- Assessment methods to be used such as quiz, presentation assignments, case analysis, written assignments, unit tests, etc.
- Reading material to be suggested to students to ensure effective delivery

Use of ICT

With the advent of information and communication technology, the Institute has started to use ICT extensively to enrich the learning experience and ensure effective curriculum delivery. To achieve this, all faculty members are encouraged to share their Presentations and reading materials on the website of the Institute so that students can have access to it as and when required.

Feedback

The Institute has a well structured feedback policy as a result of IQAC initiative. Feedback is obtained from the students on regular basis with regard to content, methodology and assessment tools. The feedback of every teacher is shared on one-to-one basis and the suggestions are made, if needed.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 3

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

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

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

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

Response: 18.99

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	2	0	0	0

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

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

Response: 33.33

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

Response: 78

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

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

Response: 75

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

Response: 3

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

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

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

Response:

The Institute has a strong belief that education is not merely replicating from the books for the purpose of passing examinations or getting a job but education is meant to prepare the student to face life and its vagaries. Another purpose of education is to shape individuals into socially concerned persons having high professional ethics and sustained high moral values.

Any business enterprise serves the society in its own manner and thus all the activities that are performed by business managers are affecting the society. Since future business managers (students), today, are part of the process of shaping our society, they need to be morally and ethically upright citizens. Apart from this, concern for the environment, which is a pressing need of the hour, is something that needs to be instilled in all budding managers.

Since ours is an affiliated institute, the curriculum is designed by the affiliating university and delivered by us. This puts strong limitations in terms of incorporating various issues which may be important but do not form part of the curricula. Although courses on 'Corporate Governance', 'Business Ethics', 'Environment Management', etc. are covered in the university prescribed curriculum, these are not sufficient to achieve the objective of raising moral standards. Hence, to a large part the institute goes beyond the prescribed curriculum and ensures that various practices and principles are inculcated in the students using means beyond the classroom as well.

Various activities, projects, guest lectures, seminars, assignments, etc. are organized to ensure that some of the objectives, as listed below, can be instilled amongst the students.

- To make students good human beings & live a happy lives
- To enable students to create a good society
- To sensitise students towards opposite gender and increase tolerance levels
- To make students aware of importance of organizational values
- To enrich their moral values & inculcate professional ethics in students
- To make student aware of the benefits of a sustainable environment

The various ways in which this is sought to be achieved are listed below:

Integration in the Curriculum

Although the university prescribed curriculum does put some restrictions on integration into the curriculum, the institute has devised some novel ways to impart other aspects not covered in the prescribed curriculum. The examples cited in the class are consciously chosen to sensitise the students towards environment oriented practices and other aspects which form part of the objectives. Activities, games, exercises used to impart the courses in the classroom are designed to also cover those aspects not covered in the curriculum thus ensuring exposure of students to the relevant areas.

Special Activities

- Guest Lectures & Seminars by eminent people, socially aware individuals, experience sharing and value sharing with spiritually evolved persons, etc.
- Drives to promote blood donation, community service, tree plantation, wastage reduction, etc.
- Visits with different sections of society like law & order officials, professionals of diverse backgrounds, NGOs working in community uplifting, etc.

Demonstration

- Fair, equitable and just treatment of all students in all matters.
- Transparency in various policies and practices
- Equal opportunities to male and female students in all events
- Reusing paper for all internal communication

File Description	Document
Any Additional Information	[View Document](#)

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

Response: 3

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

Response: 3

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 45.72

1.3.3.1 Number of students undertaking field projects or internships

Response: 582

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

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

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Any additional information	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 6.41

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

2016-17	2015-16	2014-15	2013-14	2012-13
67	74	85	82	65

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 80.61

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

2016-17	2015-16	2014-15	2013-14	2012-13
1273	1231	1233	1082	1029

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

2016-17	2015-16	2014-15	2013-14	2012-13
1448	1448	1476	1440	1440

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years

Response: 56.15

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

2016-17	2015-16	2014-15	2013-14	2012-13
462	465	430	351	361

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The Institute has a mixed bag of students coming from diverse backgrounds. The composition of students are from rural and urban background, different academic backgrounds like science, commerce, arts, engineering and other streams. The students are also from different economic, social and cultural background with different orientations. Many students also come from vernacular backgrounds where their medium of instruction is not English and hence they find difficulty in understanding English language. Since all the management courses are designed and delivered in English language, the understanding levels of these students vary to a large extent. The problem is not just limited to understanding of the English language but also their ability to read and write fluently. The Institute attempts to understand these dynamics and accordingly identify different types of learners and adopt different strategies for different students.

There are various mechanisms through which the Institute addresses diversity of students in order to enhance the overall effectiveness of teaching-learning processes.

TMAT (Tirpude's Management Aptitude Test)

A student is required to appear for this test in the 1st Semester in case of PG programs and in the 2nd Semester of UG programs. The test primarily aims to assess the language skills, quantitative aptitude, logical reasoning skills and General Knowledge. In addition to this, an effort is made to understand the learning ability and style of the student to facilitate effective learning.

Mechanism for Slow Learners:

The students having a deviation of 20% or more (on the lower side) from the average marks of the batch

are identified as slow learners. Such students are paid special attention in the following manner:

1. **Campus Recruitment Training Program (CRT):**

Additional classes on communication skills, quantitative aptitude and general knowledge area are conducted within Campus Recruitment Training (CRT) Program which forms the part of regular time table.

1. **Language Labs:**

Students who are weak in English and identified with problems in verbal communication are trained in well equipped language lab.

1. **Extra Classes:**

Specially designed classes for weaker students are conducted on Sundays and other public holidays to provide them more opportunities for subject understanding.

1. **Special Coaching:**

The institute also encourages weaker students to engage personally with their respective subject teachers to clear their doubts after class hours. The faculty members take special efforts and time to attend to these students and help them learn faster.

Mechanism for Advanced Learners:

The students having a deviation of 20% or more (on the higher side) from the average marks of the batch are identified as advanced learners. Such students are paid special attention in the following manner:

1. **Activities and Events:**

The students are identified and are given responsibilities for various events and activities based on their interest and abilities. Advanced learners are given crucial roles and slow learners are also given roles as per their abilities and slowly progressed for higher responsibilities.

1. **Industry Exposure:**

These students are provided with more field project opportunities which enable them to learn the application of theory into the practice and give them an exposure to the practical issues of business practices.

1. **Campus Preparation:**

Special training is given for developing aptitude by external/guest faculty on regular basis in the last two semesters. Subject and general awareness classes are also conducted for students by both internal and external faculties. Special classes are conducted for weaker students for campus.

File Description	Document
Link for Additional Information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 43.9

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.08

2.2.3.1 Number of differently abled students on rolls

Response: 1

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

2.3 Teaching- Learning Process

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

Response:

The Institute strongly believes in enhancing learning experiences for students and employs various methods for their holistic development.

Experiential Learning - Internship and Field Projects

Experiential Learning is an essential part of the learning process and this exposure is given to every student by way of internship programs and short term industry projects. The students are able to apply theoretical concepts in real life business application through this process. Internship programs are compulsory and are in-built in the curriculum where as short term projects are voluntary and are available throughout all semesters for students. The internship program spreads over a period of 30 to 60 days where the student gets sufficient time to experiment and learn in real life scenario. The Institute strives hard to develop a strong industry interface for providing ample opportunities for internship programs and short term projects. The Institute has functional MOUs with various local as well as national companies where the students go for their short term and long term projects and internship. The faculty members also do hand holding and guide students during their internship programs and short term projects.

Participative Learning – Group Activities

Participative learning helps students learn in groups. The competitive spirit within the group inspires them to give their best. It also builds and promotes team spirit within a group that enables them to achieve bigger goals. The faculty members of the Institute design such group tasks to encourage participative learning and groom the students to work in a team. For academic purpose, group assignments are given to students in class on various subjects. These group assignments are evaluated through group presentations and students are recognized and rewarded for their efforts. Another method of participative learning is through Case Study analysis. Groups of senior and junior students are formed and are assigned cases. These student groups along with a faculty mentor studies, analyses and present their cases in a formal way in front of the audience. Their presentations are judged through a competition and best performers are rewarded.

Participative learning is more prevalent through **non-academic activities and events**. Students are able to earn organizational skills, team-building, leadership, delegation, controlling etc. through these events and activities. The Institute organizes a number of events, both of academic and non-academic nature, wherein students participate and learn in groups. The learning spans areas of leadership, organizational skills, event management, planning & budgeting, generating revenue, footfalls etc. Some of the more popular events, to name a few, are given below:

Tirpude's Premier League

Crescendo

MindQuest

MADness

Erudition

TiRE

Induction

Problem Solving Methods

Problem solving and analytical skills are developed in students through class assignments, case study discussion in class, case study workshops and research activities, apart from the Group Activities listed above. Every subject teacher gives assignment to all students in their respective subjects to develop the student's problem solving and analytical skills. Case study workshop is held in alternate semesters where are given cases followed by presentation by each group. The Institute conducts various survey related research projects where student volunteers are taken for data collection, data feeding and data analysis. They get good exposure in such research related activities where they develop problem solving and analytical skills.

File Description	Document
Link for Additional Information	View Document

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

Response: 137.93

2.3.2.1 Number of teachers using ICT

Response: 40

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

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

Response: 43.9

2.3.3.1 Number of mentors

Response: 29

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

2.3.4 Innovation and creativity in teaching-learning

Response:

The main challenge before any academic Institute of higher education is innovation in pedagogy. New creative methods should be adopted by the Institute to retain the attention of students and make learning a fruitful experience. Modern tools are slowly being preferred over traditional methods of teaching. Though classroom teaching is still relevant, the students prefer new delivery methods to make learning experience exciting and interesting. More and more, active learning is being preferred by students rather than passive learning.

Hence, the Institute follows a blend of traditional and modern teaching for improved learning outcomes. Classroom teaching (Chalk and talk), presentations, case studies, group assignments, etc. constitute the traditional approach whereas some of the modern innovative practices that are being followed are briefly explained below:

1. **Management Aptitude Development (MADness)**

It is one of the flagship Activity Based Learning (ABL) tool designed at the Institute for PG students.It comprises of various innovative games and activities for students wherein students are divided in teams and compete in differently structured competitions.The learning outcomes are explained before the event and a de-brief session is conducted at the end of the event to ensure effective learning.

1. **Tirpude's Premier League (TPL)**

Tirpude's Premier League (TPL) is another innovation that the Institute has developed and institutionalized over the years.This league is conducted for UG students with an objective to provide competition oriented and goal driven learning opportunities to students.The students are divided in teams and compete in various cultural as well as sports competitions within the college.The learning outcomes are explained before the event and a de-brief session is conducted at the end of the event to ensure effective learning.

1. **Quiz, Puzzles and MCQs**

Faculties are encouraged to design various quizzes, puzzles, etc. which may or may not be curriculum related, to foster inquisitiveness and learning. These methods increase the general awareness and subject awareness of the students on a particular topic or subject (s).

1. **Role plays**

Role plays fosters decision making abilities, improving communication, exhibiting leadership skills and understanding corporate decorum. Role plays are primarily useful in conducting corporate meetings, departmental meetings to create an artificial environment of business as well as to highlight business decision making situations.

1. **Debates and Group Discussion**

These enable discussion on varying topics and improve communication skill and explore the knowledge levels of students on a given subject.

1. **Simulation**

Simulation techniques are generally computer based exercises for teaching a concept. The student learns business concepts through computer exercise or software.

1. **Public Speaking and Extempore**

These methods are used to develop communication skills and confidence building. This also improves general awareness levels of students.

1. **Story telling**

Story telling is a very powerful way to grab the attention of students and deliver the intended message. Story telling can be used to explain a concept or providing information on a particular subject.The Institute encourages its teachers to use this pedagogical tool to enhance learning effectiveness.

1. **Movies and Documentaries**

Movies and documentaries are also shown followed by discussion or debate of the students about the various aspects related to subject as shown in the movie/documentary.

File Description	Document
Any additional information	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 74.9

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)

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

Response: 14.52

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

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

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 9.42

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

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 6.63

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

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

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

Structured and transparent Evaluation Systems are necessary for monitoring the progress of students learning. The Institute attempts to evaluate the students on two types of parameters viz. Qualitative and Quantitative. Both types of evaluation are necessary for understanding the effectiveness of teaching-learning process. Quantitative evaluation is easily measureable whereas qualitative evaluation is difficult to measure. However, the Institute adopts an objective mechanism so that qualitative measure can be converted into quantitative measure to make evaluation more transparent. The Institute constantly reviews the mechanism of evaluation to understand its effectiveness and make it student centric.

Need for Reform

As the Institute is an affiliated college of the University, it has External and Internal Evaluation system with a weight ratio of 80:20. The University has 80% control whereas the Institute has a mere 20%. The internal evaluation constitutes 20 marks in each subject in all semesters. The continuous internal evaluation is designed for these 20% marks based on various parameters listed as follows:

1. End session exams
2. Attendance and Class conduct
3. Assignments
4. Participation and Contribution in Events/Activities

The Institute over the past few years has been following a standard norm of giving equal weight of 25% of 20% (or 5 marks) to each of these parameters. However, it was observed that there was lot of subjectivity involved in this type of evaluation mechanism. Like for instance, the number of assignments in different subjects varied, the judgment on class conduct and participation of students in activities was not uniform hence there was a need to reform the entire system.

With the advent of Internal Quality Assurance Cell and its noteworthy concern about this issue, the Institute took a review of this mechanism. The IQAC, then initiated the process of designing and implementing a novel idea of Credit Based Assessment @ Tirpude (CBAT) where the student has to earn certain number of credits in order to gain internal marks. Credits are assigned in the following areas throughout the semesters.

- Overall Academic Attendance (Classroom Attendance)
- Working in Projects (Other than SIP)
- Participation in Activities
- Participation in Committees
- Performance in End Session Examinations/Assignments

Credit earning system is designed for each of these areas and minimum and maximum criteria are set in each of these areas. A student has to earn minimum credit points in each of these areas and a maximum limit of earning credit points in each of these areas are also set.

The primary premise of CBAT has been that each student learns in a different manner and hence the manner in which a student wishes to learn has to be made available to the student. In CBAT the students are provided with a large degree of freedom in the way in which they wish to learn and earn credits.

This system ensures involvement of students in all the areas of learning activities and gives all students an equal opportunity to score good credit points thereby getting good internal marks. This system has been applied for MBA Semester I in 2017-18 on experimental basis and after review shall be made applicable for all programs.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

Internal assessments form an important aspect of students' overall performance. The Institute undertakes internal assessment by way of mechanisms set up over a period of time. These mechanisms are absolutely transparent, fair and robust in nature. Care is taken to ensure that these are understood clearly by all students. Assessments are conducted at various levels depending on their nature and the subject. The methods adopted for internal assessment are as follows:

1. C-BAT:

   (Abbreviated form of Credit Based Assessment @ Tirpude): This is a very objective and comprehensive mechanism for assessment of students and forms the basis for awarding credit scores to them. The areas of student evaluation considered for C-BAT are - overall academic attendance (classroom), projects participation (other than summer internship), participation in activities, participation in committees and performance in end session examinations/assignments. Clear cut objectivity is the hallmark of this

mechanism. Minimum credits to be obtained by a student to qualify for C-BAT and maximum credits permissible are clearly communicated.

Class attendance is a daily activity for all subjects throughout the academic sessions. It is desired that students attend all classes and score maximum credits. They can avail additional points for high attendance.

Project participation provides equal opportunities to students for short term and other projects where they get good exposure of real life business situations/experience. They can register for projects of their liking and avail credit benefits.

Participation in activities- Maximum participation in events and activities ensures good marks in internal assessment. There are number of events and activities organized by the institute spread over all the semesters mentioned in the academic calendar.

Participation in committees– Student Committees (with faculty in-charge) are constituted for various activities/events and students can register for these, voluntarily, to earn additional credit points. E.g. for placement, ED cell, SIP, research, sports, case study, conference and several others.

Performance in end session examination/assignments is also evaluated for granting credit scores to students. The end-session exam pattern is the same as that of University exam. Assignments are given to students with genuine reasons for absence from examination.

C-BAT and its evolution have ensured that all aspects of assessment of a student's performance in class, assignments, projects and activities & events are encapsulated in the assessments. Attendance and other performances of students are shared with the students regularly by their respective class teachers to ensure that students know exactly where they stand in terms of their internal assessments.

2. Feedback policy:

A strong feedback mechanism enables the institute to introspect and create scope for further improvements. The existing mechanism for internal assessments at TIME itself is a result of feedback review by IQAC. The Institute is committed to obtain feedback from students on transparency and objectivity in Internal Assessment and takes a serious note of feedback analysis. Various systems including Internal Assessment are very dynamic and are constantly under evolution.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

Examinations are an integral part of academic evaluation of students and due importance is given to this

aspect at the Institute, specifically, in terms of transparency and objectivity. Examinations are conducted at two levels:

1. **Internal Examinations** are conducted at end of every academic session in a time bound and transparent manner, leaving no scope for any grievance. Exam dates are scheduled in the Academic Calendar in the beginning of the year and a detailed schedule is displayed and communicated to students 10 days in advance. In case, students have doubts or seek more clarity on certain aspects, the Institute adopts following mechanism:

(a) **Difficulty in understanding question paper during examination:** The concerned subject teacher is immediately called to examination hall to clarify the doubts of students.

(b) **Conduct of written examination:** Written examinations for all subjects are conducted in various class rooms with appropriate sitting arrangement and proper invigilation. The invigilators enforce desired discipline among students and any grievances arising are settled by the invigilators. In case, it is beyond their scope then the examination in-charge intervenes to settle it.

(c) **Evaluation:** Evaluation of all examination answer sheets is done by subject teachers within three working days from examination date. Any grievances pertaining to checking/totalling are addressed by the subject teacher or the examination in-charge, if required.

(d) **Re-examination & assignments:** If a student is not able to attend the written examination for genuine reasons he/she is handed over assignment for that/those subject(s), to be completed and submitted within three days. In case the number of absent students is more, a re-examination is held on a pre-decided date and time.

(e) **Result compilation & display:** The final result of internal examination is displayed on notice boards of the Institute within five days of last day of the examination. Any grievances regarding this are taken up by the examination in-charge and sorted by the next working day.

(f) **Access to Answer books:** The evaluated answer books are in the custody of subject teacher for 7 days after display of result and the students to go through the same and seek clarifications.

2. **External Examinations** are held as per the schedule received from Rashtrasant Tukdoji Maharaj Nagpur University. The Institute communicates dates to students, for submitting examination forms to University by way of notice on notice board & social media. Administrative staff at the Institute facilitates the submission process for the students at every stage.

Examinations are held at two levels:

(a) **Project Evaluation and Practical Examination:** The schedule is provided by the University and it is communicated to students within a day of receipt from the university. The examinations are conducted as per the norms prescribed by the University and grievances are settled in consultation with the University authorities.

(b) **Written examination:** The University decides the dates and centre of examination. Rules governing examination are framed by University for evaluation and announcement of final results. Grievances are redressed by University as per their rules wit administrative staff of the Institute facilitating the process for

the students wherever required.

The Institute also undertakes to communicate the final results to students immediately on declaration by the University.

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

Response:

The Institute prepares an academic calendar at the beginning of every academic session for all the courses. The academic calendar mentions all the classes to be conducted during the entire year for all the programs. It also mentions the activities and events that are planned for the year along with faculty resource allocation along-with dates for internal examinations for different programs. The calendar also mentions the holidays, vacation in line with the university academic calendar.

To enable flexibility, it does not mention the dates of tutorial classes, extra classes, guest lectures, workshops etc. as they are planned and executed as per the convenience and availability of students and faculty resources.

Since all the academic sessions, events, activities are planned well in advance, the continuous evaluation and assessment is done accordingly. The Institute strongly adheres to the academic calendar. However, the declaration of University examination dates is a limiting factor which at times calls for some alterations in the calendar. In case, any alteration is required to be made in the academic calendar, especially where the change is occurring in any activity which is related to internal assessment or event dates are changed, the same is communicated instantaneously to all students. If anything is missed out, it is rescheduled to a later date in the same academic year and the students are informed through the Institute's website and also through social media.

File Description	Document
Link for Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

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

Response:

Course outcomes and course objectives are defined for each and every course in a program. These course outcomes are defined by faculty members of respective courses with syllabus as the basis. Teaching plans are made based on course objectives, course outcomes and syllabus for each course.

Since the Institute is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, the curriculum of each course of all the programs is prescribed by the University. The course objectives and outcomes are generally not mentioned in the curriculum prescribed by the University. But, the Institute follows a structured mechanism of defining the course outcomes and communicating the same to all stakeholders.

A committee of teachers of a particular course is formed with a senior teacher as mentor for defining the course outcomes. The committee, in consultation with the Chairperson, Training & Placements (for industry expectations) and Program Coordinator (for program outcomes) defines the course outcomes. The committee also suggests the mechanism for measuring the attainment of these outcomes.

The Institute has a strong belief that every student is required to know and understand the course outcomes and hence a structured mechanism is followed by the Institute in this regard.

1. **Website**

Website is accessible to all stake holders (students, faculties, employers, university, parents) hence it is the most effective platform to publish the course outcomes. Many students access the website of the Institute before taking admission to find out the details of the program and courses taught therein. The availability of course outcomes on website facilitates the students to relate her/his career objectives with program and course outcomes.

1. **Induction Handbook**

The Institute organizes a well planned induction program for every batch (UG & PG separately) in an interesting and innovative manner.The Induction Handbook is prepared for the students to make them aware of the details of curriculum, the events and activities of the Institute, the code of conduct for students, the mechanism for redressal of grievances and other relevant matters.With the advent of technology and in the interest of environment, the Institute has stopped printing of Induction Handbook and for past two years, it is provided to students in digital form.

1. **Library**

A copy of course outcomes for all the courses are also available in the Library for reference. Students have an access to this in the library also.

1. **Classroom Discussion**

Every teacher is required to prepare her/his teaching plan for the complete course in line with the course

outcomes.The course teacher explains the course outcomes to students in the introductory lecture so that the students understand the importance of studying a particular course and effective teaching-learning is ensured.

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

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

Response:

The methods defined for attainment of PO's and CO's are both Qualitative and Quantitative. Most of the attainment levels would be quantitative in nature. Targets levels and Attainment levels are set for all PO's and gaps are identified. Number of corrective actions for improvement is identified for each of these PO's and implemented within a time frame mentioned.

The parameters based on which the program outcomes are measured are as follows:

1. **Overall Academic performance**

The overall academic performance of the student is aptly reflected in the end result of the program for which he/she is enrolled. The result is calculated in percentage (old course) and in CGPA (new course). The overall cumulative percentage (for all years) or CGPA (for all the semesters) becomes the basis of measurement. A target level of 60% (old course) and 6.0 CGPA (new course) is set for all programs and average attainment level for all programs are calculated to identify the gap.

1. **Academic performance in specific areas/subjects**

The academic performance in specific subject areas will reflect the attainment of Course Outcomes. The basis for measurement is the marks scored in each subject by the student during the four semesters. A target level of 60% is set for all subjects and average attainment level for all subjects are calculated throughout the program and gaps are identified for each subject.

1. **Academic performance in specialization**

The academic performance in specialization subjects are also measured on similar lines. Only three specialization subjects Marketing, Finance and Human Resources are taken into consideration since maximum students (more than 95% approx.) in both PG and UG programs opt for any of these three

specializations. A target level of 70% is set for specializations is set and average attainment levels are calculated to identify the gaps.

1. **Performance in academic events**

The measure of performance in academic events is based on participation in number of such academic events. The target level is participation in at least one event for each student throughout the program for which they have enrolled and average attainment levels are calculated to indentify the gap.

1. **Performance in class assignments**

The measure of performance in class assignments is based on submission of assignments given by respective subject teachers in all semesters. The target level is at least two submissions in each subject for each student throughout the program for which they have enrolled and average attainment levels are calculated to indentify the gap.

1. **Use of Computer and Information technologies**

The measure of performance in this parameter is based on attending number of computer classes organized during the program. The target level is 10 classes for each student throughout the program for which they have enrolled and average attainment levels are calculated to indentify the gap.

1. **Inclination for Entrepreneurship**

The measure of performance in this parameter is based on participation in such entrepreneurship events organized. The target level is participation in at least one event for each student throughout the program for which they have enrolled and average attainment levels are calculated to indentify the gap.

1. **Participation in events and activities**

The measure of performance in this parameter is based on participation in number of events and activities organized by the institute from time to time. The target level is participation in at least four events for each student throughout the program for which they have tinrolled and average attainment levels are calculated to indentify the gap.

2.6.3 Average pass percentage of Students

Response: 76.23

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

Response: 311

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

Response: 408

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.1

File Description	Document
Database of all currently enrolled students	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 1.19

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

2016-17	2015-16	2014-15	2013-14	2012-13
0.50000	0	0.20500	0.25650	0.22379

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 10.34

3.1.2.1 Number of teachers recognised as research guides

Response: 3

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.11

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

Response: 1

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

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

Response:

Innovation Eco System

The Institute is determined to promote innovation and creativity amongst students through research and other activities. It also conducts several workshops to encourage students to take entrepreneurship as a career option. The various activities conducted by the institute are:

MOU with Wadhwani foundation to promote Entrepreneurship

The Institute has signed a Memorandum of Understanding (MoU) with Wadhwani Operating Foundation, a California based nonprofit public benefit corporation for Entrepreneurship Development on 17th March 2017. Under this MOU, the institute will be offering a course on "Entrepreneurship Development" to its students free of cost. The association will strengthen entrepreneurship education on campus and enable aspiring students to start meaningful ventures by connecting them to mentoring platform and providing entrepreneur support system.

Entrepreneurship Awareness Drive – 2015:

An entrepreneurship Awareness Camp was conducted **in association with Indian Institute of Technology (IIT), Kharagpur, on 9th October, 2015**. This was a flagship event for the Institute as it was a serious effort to sensitize the engineering and management students of Nagpur on 'Entrepreneurship as a career option'. The purpose of the camp was to make students aware about the challenges in entrepreneurship and to provide adequate training to overcome those challenges. This camp also provided an opportunity to the students to interact with venture capitalists and angel investors which benefitted the aspiring entrepreneurs to a large extent.

Tirpude's Innovation Program for Students (TIPS):

The Institute recognizes the importance of innovation trand its role in sustainable business development. To foster this approach into students, the Institute has initiated TIPS in 2014. A series of workshops and seminars are organized under the aegis of TIPS. The objective is to make students aware of the process of innovation and way of its commercialization. It also has an objective of informing students about recent

trends in IPR & Patents, Trademarks, Copyrights and innovative ways of financing start-ups. Although, the institute does not have a separate incubation center, it puts in sincere efforts to inculcate the culture of innovation and entrepreneurship among students with given resources.

Research Discussion:

The Institute through its research policy has mandated that every faculty member shall share her/his research with students. Under this policy, a faculty member has to make a presentation on the paper published by her/him before the students and discuss the research. This has remarkably helped the institution in promoting research culture among students.

Research Conference and Journal:

The institute conducts international conference on annual basis and also publishes a biannual journal – Apotheosis. The students are encouraged to attend the conference and interact with the researchers participating in the conference to facilitate transfer of knowledge.

Research Collaboration:

The students are encouraged to carry out research work along with faculty members. The faculty members of the institute have published several papers with students as co-authors.

Participation in Conferences by Faculty

The institute actively encourages its faculty members to participate in research conferences and author original work to be published in such conferences. A faculty member is designated with the task of keeping all other faculty members informed about the various conferences etc. that are taking place and facilitating their participation.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 5

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

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

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

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

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

Response: Yes

File Description	Document
List of Awardees and Award details	View Document
Any additional information	View Document

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

Response: 1.67

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 5

File Description	Document
URL to the research page on HEI web site	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 1.17

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

2016-17	2015-16	2014-15	2013-14	2012-13
18	11	4	1	3

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

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

Response: 2.44

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	4	14	11	42

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)

3.4 Extension Activities

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

Response:

Tirpude Institute of Management Education foresees the development of its students as future leaders in their communities and workplaces. As a result, the institute realises importance of its students recognizing physical and social needs of communities they live in. Hence, it undertakes to promote better relations and understanding between its student community and people through a framework of friendship and service. The institute accomplishes this by involving students of BBA, BCCA and MBA programs in various activities specifically designed for sensitising them to various social issues. These include Tirpude's Outreach Programme (TOP) and Rotaract Club of Tirpude's Management Students.

Tirpude's Outreach Programme (TOP):

This platform is created with a view to develop maturity and a sense of civic and social responsibility among students. Program intends to provide a helping hand to the needy sections of society, while creating compassion and social awareness among students. Under TOP, students visit selective places within city and experience the challenging facets of human life at various strata. In the event of any natural calamity or tragedy, TOP prioritises a visit of students to the affected area to render necessary help in timely manner and with available resources.

Activities carried under this programme include flood relief, rainwear distribution, visit to old age home, Government run children home, winter wear distribution, food distribution, tree plantation, teaching kids, conducting competition in orphanage, cleanliness drive, friendship day celebration with public servants like policemen, rickshaw puller, vegetable vendor, fruit vendors, etc. In the low-lying flood affected areas students distributed clothes, food items, groceries and other essentials. By spending time and reading for senior citizens as well as entertaining them, the students learnt to be compassionate towards the elderly. At the Government orphanage, students got to know the vagaries of life as they learnt the circumstances that brought children here.

Rotaract club:

Here, the students are encouraged to assume responsibilities of different office bearers and to plan and execute various socially relevant projects. The institute identifies certain areas to undertake social activities and service, which usually include community welfare, care for environment, health & hygiene, road safety and also student development. All these activities are aimed at leadership development among young students and making them conscious of the issues and challenges faced by society and communities. The projects are undertaken independently and also in association with parent Rotary Club.

Blood donation is an activity conducted every year, with the intention to reduce shortage of blood generally seen. Other activities conducted under Rotaract Club include collection of floral offering (nirmaalya) during Ganesh immersion, interacting with underprivileged children at platform school in order to bring them to mainstream life, felicitation of traffic constables, promoting walking for health during 'Walkathon', seminars on plastic waste management for school children, 'swachhata abhiyaan' at public garden (with municipal corporation and NGO), visit to deaf & mute school and conducting games and puzzles for them, helping organize day-long event for specially-abled children (with parent Rotary Club), traffic awareness & safety activity for citizen at prominent squares and also for college students.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response: 1

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

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

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)

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

Response: 50

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	17	7	4	10

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)

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

Response: 40.86

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

2016-17	2015-16	2014-15	2013-14	2012-13
510	684	321	421	450

File Description	Document
Report of the event	[View Document](#)
Average percentage of students participating in extension activities with Govt. or NGO etc.	[View Document](#)

3.5 Collaboration

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

Response: 14

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

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

File Description	Document
Number of Collaborative activities for research, faculty etc.	[View Document](#)
Copies of collaboration	[View Document](#)

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

Response: 4

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

with ongoing activities to be considered)

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

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance,other universities etc. during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Teaching–learning process is at the heart of an education institution. The Institute gives appropriate attention and puts in sincere efforts to ensure that this process is a seamless one. The Institute recognises the role of infrastructure, both, physical and technological in effective teaching-learning process. The institute provides an adequate amount of sound academic and technological infrastructure augmented with extra-curricular facilities to ensure all-round development of its students. The Institute has always been proactive in enriching the quality and quantity of physical and technological infrastructure facilities.

Physical Infrastructure

Building

The Institute operates UG and PG programs in separate buildings with a total built up area of 6070 square meters which is more than the norms prescribed by AICTE. Total 23 classrooms/seminar halls with total furnishing and electrification are available for various academic activities. Each classroom/seminar hall is equipped with an LCD projector, a computer and a connection with high speed internet. Separate area has been earmarked as 'Faculty Enclave' to provide sufficient space to each faculty member. Enough area has been allotted for administrative staff. The buildings also accommodate sufficient number of restrooms (for boys and girls) with a due provision for divyangjans.

Library

The Institute has a wide assortment of 21,202 books that are stacked in 83 racks. Online database EBSCO (Business Source Elite+) is available for access to various journals and e-books. Library has 56 magazines and journals which include printed/ online, national/international journals. It also has 405 e-books. Integrated library management software, LIBMAN, is installed on computer present at library and has 10 MBPS internet. Web OPAC and Mobile OPAC is also available to enable the users to view the library catalogue through internet on their mobile phones. Other equipments at library include a bar code printer, a reprographic machine and a landline telephone.

Outdoor Facilities

A sprawling campus spread over 9.36 acres enables the Institute to provide ample outdoor sports facilities such as cricket, football, volleyball, basketball, etc. The campus also accommodates picturesque landscapes in addition to adequate parking space for students, teachers, staff and visitors.

Technological Infrastructure

Computer Labs:

The Institute has state of the art computer laboratories (03) for UG and PG students. These labs are equipped with 168 desk-top computers configured with Core i3 processor, 2 GB RAM and 500 GB Hard disks. The Institute ensures that the Student: Computer Ratio prescribed by AICTE is maintained. In addition to this, adequate updated computers are provided to faculty members and administration staff members.

Language Lab: The Institute offers a Language Lab facility to students to enhance their communication skills. This lab accommodates a batch size of 16 students for effective monitoring. It has 16 personal computers and a Wi-Fi facility. The lab is equipped with 'Orell' software and headsets for individual students.

Internet: Computers in IT laboratories are connected by wired cable network while those in staffrooms, library and administrative offices are connected by Wi-Fi network of BSNL at a bandwidth of 140 MBPS.

The unconditional extension of approval from AICTE and affiliation from RTM Nagpur University for 3 years confirms that the Institute has adequate and updated infrastructure facility for the programs it offers.

File Description	Document
Link for Additional Information	View Document

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

Response:

Facilities for Sports and Games

The Institute recognizes the fact that good health is a vital constituent of a student's personality. Sports activities are important for discipline, confidence, good health, concentration and teamwork in students. The Institute works on overall development of students and hence emphasizes on sports activities besides the academic development of students. The Institute has its own ground spread in   13571 sq. meter of

land in campus. A well maintained ground is available for various sports and cultural activities throughout the year. During the mega youth festival Crescendo, the ground observes multiple sports activities being organized simultaneously.

The Institute has facilities for volleyball, football, cricket and other outdoor sports. In-house facility for indoor sports activities like carom, badminton, chess and table tennis are available for students as well as staff. A well maintained Swimming Pool and Gymnasium, owned by Shri Nasikrao Tirpude College of Physical Education (sister concern) are also available for staff and students. The Institute has a functional Memorandum of Understanding (MOU) with Shri Nasikrao Tirpude College of Physical Education for providing training to students by qualified trainers and coaches. This MOU also enables the Institute to provide sports event organizing opportunities to students.

The Institute has designated a Sport in-charge to coordinate all sports activities. The information about various sports tournaments at other colleges and Universities are communicated to students by displaying the same on the notice boards, institute website and through effective use of social media.

Facilities for Cultural Activities

The Institute is committed for holistic development of students. To achieve this, a large number of diverse cultural activities are organized by the Institute on regular basis. Cultural activities are important for developing creativity, confidence, compassion, coordination and teamwork in students. A well maintained auditorium (Raosaheb Thaware Sabhagruha) is available for conducting cultural activities. Besides this, a huge open air stage (approximately 200 sqm) is also available for conducting cultural activities. This stage is also called 'Crescendo Stage' as all the cultural events during the mega Youth Festival Crescendo, take place on this stage. The Institute has its own sound system and Audio Visual room which facilitates the students for conducting practice of various cultural events. The Institute has a music club to encourage students to pursue their hobby in music. It also has a music room where number of musical instruments like electronic drums, guitar, dholak, congo, bongo, synthesizer (keyboard), etc are provided. The Institute has designated a Cultural Activity In-charge to coordinate all cultural activities. The information about various competitions at other colleges and Universities are communicated to students by display on the notice boards, institute website and through effective use of social media.

Students are encouraged to take part in various competitions such as debate, elocution, paper presentations, fashion shows, solo and group dance, singing, skits, quiz, personality contests, etc. Faculty members guide students and prepare them for such competitions. Students consistently win in many competitions and bring laurels to the institution.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 23

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

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

Response: 7.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
8.34	9.61	5.4	11.57	14.5

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

4.2 Library as a Learning Resource

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

Response:

A library is one of the most important and integral part of learning resources available at any educational institution. The library facilitates the work of the classroom teacher and ensures that each student has equitable access to the available learning resources.

The library at Tirpude Institute of Management Education (TIME) has a wide collection of 21,202 books, Online database EBSCO (Business Source Elite+), e-journals, printed journals, international and national magazines. The library also has various rare books and special reports and other reference materials for the use of students and faculty members. The library has around 150 visitors including students and faculty members visiting the library every day. Around 7000 to 8000 books are circulated from the library every

year. With such huge number of circulation and visiting readers in the library, a manual system for acquisition and circulation affects the efficiency of library. Thus, to make the library usage more effective and advantageous, the circulation process was partially automated in the year 2007 using Delplus software, version 2.0 , from Delnet. This automation was later on updated to ILMS software **LIB-MAN, version 11.0 on 13th August 2012**, to have a **fully automated library**. LIB-MAN enables automated acquisition, cataloguing & Circulation of books, magazines and Journals. Stock verification and report generation is also carried out through LIB-MAN. This has enabled to ease out the process of circulation and other functions of library, thus, making library more effective. LIB-MAN is updated on an annual basis by way of Annual Maintenance Contract (AMC).

File Description	Document
Any additional information	[View Document](#)

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

Response:

TIRPUDE INSTITUTE OF MANAGEMENT EDUCATION			
Learning Resources Centre			
LIST OF RARE BOOKS			
S.No.	Title of Book	Author	Publisher
1	Handbook of Training and Development	Prior, John	Jaico Publishing H
2	Marketing Handbook	Bobrow, Edwin E.	DOW JONES-I Illinois (U.S.A.)
3	Marketing Manager's Handbook	Britt,S.H; Guess, N.F.	UBS Publishers D Delhi
4	Manual of UGC Scheme	Vohra, A.L.	Crest Publishing H
5	Production (Operations) Management	Jhamb, L.C.	Everest Publishing
6	Work Study & Ergonomics	Jhamb, L.C.	Everest Publishing
7	Quantitative Techniques for Managerial Decisions	Jhamb, L.C.	Everest Publishing
8	Production (Operations) Management	Jhamb, L.C.	Everest Publishing
9	Showcase of Indian Advertising	Indian Chapter of International Advertising Association	International Adv Mumbai

10	Showcase of Indian Advertising (Vol.II)	Indian Chapter of International Advertising Association	International Adv Mumbai
11	Quantitative Techniques for Managerial Decisions	Jhamb, L.C.	Aditya Publishing
12	Supervision	Kossen, Stan	Harper & ROW Pu
13	Christmas Holiday	Maugham, W.S.	Heron Books, Lon
14	The Hitvada : Centenary Year 1911-2011 The Front Page	Purohit, Banwarilal; Phanshikar, Vijay	Rajendra Purohit,
15	Walden	Thoreau,H.D.	Carlton House, Ne
16	Capital and Other Writings and other Writings of Carl Marx	Eastman, Max	Carlton House, Ne
17	Essays	Emerson, Ralph.W.	Carlton House, Ne
18	The Selected Work of Tom Paine	Fast, Howard	Carlton House, Ne
19	Aristotle's Politics	Jowett, Benjamin	Carlton House, Ne
20	Philosophers of Science	Lucretius & Others	Carlton House, Ne
21	The Interpretation of Dreams	Freud, Sigmund	Carlton House, Ne
22	Uncommon Common Sense	Dow, Gwyneth M.	Frederick Warne &
23	Privatisation : Options and challenges	Mohnot, S.R.	Industrial Techno Pvt.Ltd., New Del
24	Human Rights : The new consensus	Reoch, Richard	Regency Press London
25	A Vision of Hope: The Fifth Anniversary of the United Nations	Power, Jonathan	The Regency Corp
26	Effective Policing in Nagpur : A Citizens Perspective!	Tirpude Institute of Management Education, Nagpur	Nagpur City Polic
27	A Survey on Expectations & Perceptions About Effective Policing in Nagpur City	Tirpude Institute of Management Education, Nagpur	Nagpur City Polic

4.2.3 Does the institution have the following:

    1. e-journals

2.e-ShodhSindhu

3.Shodhganga Membership

4.e-books

5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	[View Document](#)
Any additional information	[View Document](#)

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

Response: 7.69

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	8.47	8.59	4.92	5.46

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

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

Response: Yes

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

4.2.6 Percentage per day usage of library by teachers and students

Response: 10.6

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

Response: 138

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Management education cannot be effectively imparted without a strong Information Technology support. The teaching-learning environment is changing rapidly and getting technology oriented. Moreover, management education, being very dynamic in nature, has everyday updates and advancements in knowledge which are all made available to the students through extensive use of IT.

The Institute is committed to provide state of the art IT facilities to its students and faculty members. Well equipped computer laboratories, classrooms equipped with ICT tools and Wi-Fi facilities, a well maintained Language Lab and an interactive website are examples of the IT facilities provided by the Institute. However, rapidly changing technology platforms pose a challenge to the effectiveness of these facilities. The Institute addresses this issue by implementing 'IT Facility Updating Drive' on regular basis.

Proactive Updation

The Systems Administrator is responsible for regular updation of IT facilities at the Institute. He conducts a regular audit of all IT facilities and updates the software, upgrades the hardware, checks the network facility and removes obsolete facilities. The curriculum related requirements of facilities such as new software or an updated version of existing software are communicated to the Systems Administrator by Program Coordinators. A prompt compliance of these requirements by Systems Administrator facilitates an effective conduct of academic activities.

All network equipments like routers, cables, modems, etc. are fully updated at all times and are regularly

checked for speed of delivery and connectivity as part of routine productive maintenance schedules.

Reactive Updation

In case of failure of systems encountered by any student, faculty member or administrative staff, it is reported to Systems Administrator. The Systems Administrator is required to resolve the problem at the earliest to ensure smooth conduct of academic and administrative activities.

Recent Actions

Owing to the fact that high speed internet and available of data speeds in excess of 3G are the norm, the institute has signed a MOU with Reliance Jio for the effective implementation of free wi-fi facility to all the students. This facility provides 20GB data on a daily basis to all students at 4G speeds to ensure that their hand held devices like mobile phones are also able to access the internet. The entire campus has been covered under this scheme and has started delivering excellent results in terms of connectivity and speed of information availability. This has also resulted in a large number of dormant student users to get online more often and increase their overall technology quotient.

Purchase of Legal Software

Maintaining high ethical standards is part of any institution and being a fountainhead of knowledge it is the responsibility of the institute to imbibe the same amongst its students. Hence, the institute regularly purchases software legally and shuns all forms of pirated software. Only those software programs which are freely downloadable with the permission of the publishers are downloaded. Pirated softwares are not used in the institute in any form.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 5.61

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

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

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 14.11

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

2016-17	2015-16	2014-15	2013-14	2012-13
27.57	23.94	19.10	9.73	19.28

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

The Institute has developed adequate physical, academic and support facilities to ensure effective learning. These facilities include high speed Wi-Fi connectivity throughout the campus, well-furnished and ICT enabled class rooms, excellent library facility with reading room, well equipped audio video room, spacious faculty enclaves, IT labs, language lab, large playground, sports facilities, canteen, parking area, music room, Auditorium , swimming pool, etc. The Institute also recognizes the need and importance of maintaining these facilities in functional condition and utilizing them optimally. It has established various systems and procedures to take care of the upkeep and optimal use of these facilities. The institute has placed a separate policy for effective maintenance and optimum utilization of these facilities.

Physical Facilities

The Office Superintendent (OS) bears the responsibility of maintaining all physical facilities such as building, furniture and fittings, equipments, etc. A separate policy document is in place to ensure the effective maintenance and use of physical resources. The regular check of facilities by the OS or his representative is a key feature of the policy. In addition, the Dean/Program Coordinators do make a surprise visit to check the state of facilities. Any discrepancy noted is brought to the notice of Director with suggestive action of repairs by the OS. The Institute has also set the procedure for assigning Annual Maintenance Contract (AMC) for regular and effective upkeep of specific facilities such as Water Coolers, Air Conditioners, etc. The Institute has made an adequate arrangement for on-site repairs of furniture. The appropriate provision of average 1.75% of revenue is made in the resource allocation budget for maintenance of physical facilities.

Academic Facilities

These primarily include library, computer lab, language lab, etc. The Institute reviews the state of operational efficiency, utility, actual usage of these facilities on regular basis through a well defined mechanism. The Systems Administrator and Librarian are responsible for regular upkeep of IT lab and library respectively. Annual Maintenance Contract (AMC) is assigned for maintenance of computers, LCD Projectors, Smart board, etc. This ensures the minimum breakdown situations and facilitates effective conduct of academic activities. The physical facilities in the library are taken care of by the OS whereas the librarian takes care of learning resources. A well designed mechanism for suggesting new books by faculty members and timely procurement of books ensures enrichment of library. However, the advent of technology and a momentous shift in learning resources and methods is reflected in drop in use of books, printed journals and even computer laboratories. The Institute therefore has started digitizing the library and now planning to increase e-content in the library. Similarly, constant efforts for updating the IT lab are also made.

File Description	Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 22.46

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

2016-17	2015-16	2014-15	2013-14	2012-13
258	286	257	257	249

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0

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

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

5.1.3 Number of capability enhancement and development schemes –

1. **For competitive examinations**
2. **Career counselling**
3. **Soft skill development**
4. **Remedial coaching**

5. **Language lab**
6. **Bridge courses**
7. **Yoga and meditation**
8. **Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Link to Institutional website	[View Document](#)

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

Response: 79.51

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

2016-17	2015-16	2014-15	2013-14	2012-13
1010	975	990	850	825

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

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

Response: 2.92

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

2016-17	2015-16	2014-15	2013-14	2012-13
59	36	57	26	0

File Description	Document
Details of the students benifitted by VET	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 17.71

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

2016-17	2015-16	2014-15	2013-14	2012-13
63	70	77	72	65

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

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

Response: 21.32

5.2.2.1 Number of outgoing students progressing to higher education

Response: 87

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

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

Response: 0

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

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

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

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

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

5.3 Student Participation and Activities

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

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

Response: 2

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

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

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

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

Response:

The Institute has an active student council consisting of representation of students from all programs as per the norms prescribed by The Maharashtra Public Universities Act, 2016. The institute firmly believes in participative management and students being the most important stakeholders have an active role to play in working of the institute.

The students have their representatives in the College Development Committee (Governing Body), Internal Quality Assurance Cell, Anti Ragging Committee, Internal Complaints Committee or Sexual Harassment Committee, Grievance Handling Committee, SC/ST Committee, Minority Cell, OBC Cell, Placement Committee, etc. This ensures transparency in implementation of various policies of the institute. Moreover, the participation of young ones brings in new ideas and innovations at micro level which enhances the effectiveness of systems and processes.

The team composition of Students' Council has representation from each year of the various programs:

1. Student representative from MBA second year (Semester III/IV)
2. Student representative from MBA first year (Semester I/II)
3. Student representative from BBA third year
4. Student representative from BBA second year (Semester III & IV)
5. Student representative from BBA first year (Semester I & II)
6. Student representative from BCCA third year
7. Student representative from BCCA second year (Semester III & IV)

8.Student representative from BCCA first year (Semester I & II)

These representative students may not be present in all the bodies or committees but are present in some body/committee or the other thus ensuring presence of students in each and every body/committee. Their roles and responsibilities include attending the meetings of these bodies and committees from time to time and contributing their ideas and views.

The representatives from students' council are also actively involved in all the events and activities organized by the institute. Their participation in conceptualizing, planning, coordinating and organizing all events and activities ensures opportunities for leadership to students and instills a sense of ownership among them.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response: 37.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
39	37	40	34	36

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural activities / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

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

Response:

Tirpude's Reign of Youth (TROY), a registered alumni association of the institute is one of the core strengths of the Institute. It provides ample opportunities to former students of the Institute to keep in

touch with each other, and the Institute. This facilitates both, the members of association and the Institute. It is perhaps the only alumni association in the country to be branded with a specific name i.e. TROY. TROY has made significant contribution to the development of Institute over the past years in many ways:

Experience and Knowledge Sharing

TROY is a pool of members having rich experience and knowledge. It provides a platform for the alumni to share their experience and knowledge by organising lectures and workshops. This facilitates alumni interaction with current students, and possibility of giving back to the institute. The association helps the current students in the areas of knowledge enrichment, training and career counselling.

Placement and Industry Interface

A strong network of alumni through active role of TROY facilitates the Institute in providing more placement opportunities to its students. Alumni of the Institute are holding positions of respect and responsibility in various organisations and many of the members are entrepreneurs and are running their businesses successfully. It is a matter of pride and privilege for the Institute that most of the placement, internship, short term project opportunities provided to the students are credited to the active participation of TROY network.

Mentoring, Guidance and Counselling

The Alumni are actively involved in mentoring, guiding and counselling the current batch students and help them enter the corporate world with ease. The students interact with alumni in the institute through a formal mechanism by way of guest lectures, workshops etc. and outside the institute through informal mechanism as and when they get a chance and get valuable inputs from alumni that help them shape their career and personal life.

Partners in Institute's Goal Achievement

The institute has representation from the alumni in various bodies and committees like the governing body, IQAC, etc. where they contribute in strategic decision making. The representative alumni attend meetings of these bodies and committees and express their views and ideas and thereby contribute to institutional building.

Institute's Branding

Every single alumnus acts a brand ambassador for building the brand image of the institute. Most of the alumni are placed in prestigious organizations across the country and abroad and carry the banner of the institute through their work, ethics and commitment. This helps in creating a vibrant and positive image of the institute in the society and industry circles which in the long run helps in admissions and placements.

Conduit to research, training and consultancy work

The alumni network also provides information on various research, training and consultancy work requirement in the industry and act as conduit in initiating these projects.

Financial Contribution

The members of TROY also significantly contribute through generous donations for the growth of the association. A significant amount of more than Rs.4,00,000 has been contributed by alumni of the institute.

File Description	Document
Link for Additional Information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: 4 Lakhs - 5 Lakhs

File Description	Document
Alumni association audited statements	View Document

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

Response: 15

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

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

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Institute has well defined and thoughtful Vision and Mission statements. These were defined through a consultative process involving representation of all stakeholders such as students, teachers, parents, alumni, industry professionals etc.

Vision Statement

"We will be a unique educational institute with strong regional roots, being a nationally influential education centre imbibing moral and cultural values".

Mission Statements

M1: Our Mission is to create and disseminate knowledge that significantly influences and enriches student community.

M2: Our Mission is to serve the business community by constantly providing quality manpower, business leaders and collaborate with them through research and consultancy.

M3: Our Mission is also creating corporate citizens who are socially sensitive, environmentally conscious and who significantly contribute to nation building.

In line with the Vision and Mission of the institute, all the important stakeholders like the Board of Governors/College Development Committee, Director, Dean, Faculty members, Non-teaching staff, Students' Council and Alumni Association are involved in the process of ensuring that the Vision and Mission are achieved. Various acts of good governance are ensured through regular reporting and continuous monitoring of all academic, administrative and extension activities. The College Development Committee (CDC) meets twice a year on the 6th of the March and October to take a review of the activities of the institute. These meetings are attended by the CDC members wherein Director and Dean are required to present the report of all activities of the institute as well as inform the CDC about the proposed activities planned for future. The CDC members, after taking a proper review suggest corrective actions wherever required, thus ensuring that the vision and mission of the institute is kept foremost in the mind while designing and implementing all plans.

Likewise faculty members and non-teaching representative meet every week on a Saturday to discuss and review all activities that have taken place in the week as well as to inform about the future activities and programs along-with planned outcomes.

Various task forces which are made up of faculty members, students and non-teaching staff are required to present the status of all ongoing activities through the faculty member in-charge of those activities. Regular meetings also serve as a platform for determining the nature and content of each activity that are assigned to various faculty members. These meetings are overseen by the faculty in-charge wherein all present or attending stakeholders air their views and discuss various methods in which the activity can be conducted for maximum impact.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

The concept of decentralization and participation has become important in the struggle to improve effectiveness of the organization and the development of students. There is a revival of academic interest in practicing decentralization and participative management in the institution. Keeping this in mind, TIME came up with an innovative idea of getting the faculty members involved with students of the institution on a different platform. TIME came up with Tirpude's Premier League (TPL), comprising of group based, year-long competitions.

This was to develop a bonding among the faculty and students throughout the session. Through this the faculty and students work together, discuss issues, take decisions, solve problems and the students also get an opportunity to exhibit their talents, develop leadership and other skills and in turn be confident and capable students. Various sports, cultural, co-curricular as well as extra-curricular activities are a part of this competition format. The basic philosophy is to instill a sense of teamwork and foster competitive spirit and achievement motivation amongst students of the institute.

Initially, TIME formed a TPL Governing Council comprising of the Director, Dean, All Programme Coordinators and the In-charge and the Coordinators. TPL Governing Council was entrusted with the task of formulating all rules, regulations and implementation of an Annual Calendar. TPL Governing Council

had formed an Organizing Committee to design, plan and organize various competitions throughout the year for the students. The Organizing Committee comprised of the In-charge and the Coordinators who were assisted by a team of select students from various years. These students were not a part of any competing teams and were only involved in conduct of the whole competition.

Teams are formed at the beginning of the academic year, by the students themselves. Once the team is formed, a team registration form is filled up and Team Mentors and Team Names are assigned by the Governing Council. Every student is supposed to be part of some or the other team.

Each team has a mix of girls and boys from various years. Earlier, each Team used to have one faculty member associated with it as Team Mentor. Captain of the team used to be decided by the Team Mentor. Students are not allowed to change their teams for the whole year and it is mandatory for all teams to participate in all the competitions organized during the year. Activities are informed well in advance so that students can prepare for the same. Each team earns points for participating in the competition as well as additional points for winning the competition at various positions. Teams which do not participate in an event get negative marks.

After a period of time it was noticed that the students are able to take decisions, plan, solve problems and execute the activities on their own. The students were able to come up with various new and innovative ideas regarding this activity. Later it was decided that the students themselves can be mentors instead of faculty members. Subsequently, students were allotted teams to mentor for the entire year.

The students lived up to expectations and justified the authority and responsibility entrusted upon them.

File Description	Document
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

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

Response:

STRATEGIC PLAN - AY 2011-12

Stability:

Following Programmes to be maintained at the existing levels

BBA – 240 seats

BCCA – 120 seats

MBA – 180 seats

Expansion:

Vertical Expansion – Nil

Horizontal Expansion – Nil

Diversification:

Introduce Value Added courses in the areas of Communication, Performing Arts, Written Analysis, Basic Software & Networking and Event Management.

Exit Strategies:

Phased closure of PGDM Programme.

As per the Strategic Plan prepared for Academic Year 2011-12, it was decided to diversify into programmes in different areas like Communications, Performing Arts, Written Analysis, Computer Software & Networking and Event Management.

Speed of response of affiliating university and flexibility in course design were the primary factors that led to a decision of choosing Kavikulguru Kalidas Sanskrit University (KKSU) over the RTM Nagpur University for course affiliation.

A dip stick study of students as well as faculty, coupled with few informal brainstorming sessions, was used to finalize three different Diploma programmes that could be started. These three were in the area of Mass Communication & Journalism, Theater & Performing Arts and Creative Writing. After due process of taking various permissions from KKSU as well as determining the programme duration and contents of the three courses, a separate unit under the name and aegis of Tirpude Institute of Applied & Retrospective Arts (TiARA) was set up.

The three programmes were launched from academic year 2013-14. The programmes were offered to students of TIME, as well as to outside students.

Two faculty members of TIME, Prof. Shruti Dhabhale Thakare and Prof. Ketki Salankar, were involved in day-to-day coordination of the three programmes and Dr. Yogesh Gharpure was entrusted with the task of coordinating with the affiliating University.

Initial response was limited to the three programmes and hence for first year of operation, there were only 15-20 students who had enrolled for all programmes combined. The primary interest of students was in the Mass Communications & Journalism program and a few takers for the Theater & Performing Arts programme. Creative Writing programme did not attract any interest, whatsoever, from the students.

Various experts from the field are regularly invited to interact with students and guest lectures are also arranged regularly. The Mass Communications and Journalism programme is hugely popular because of a plethora of expert faculty that visits the institute for training and interacting with students. Various on-field activities like visits to Radio Stations, printing Presses, etc. are organized. Also, almost all the events at TIME are covered by the students of TiARA as part of their assignments, thus giving them valuable and practical tips of reporting & journalism. Also press conferences are held regularly so as to give students a complete idea of how to work as journalists.

For the next three academic years the programmes fared similarly with marginal increase in demand from students. However, the primary demand has always been for the Mass Communication & Journalism Programme rather than the other two. In fact Creative Writing Programme did not attract a single student for any of the years that it was offered and hence from the academic year 2016-17 it was discontinued altogether.

For the academic year 2016-17 the total enrollments were 58, with 50 for Mass Communications and Journalism and 8 for Theater & Performing Arts.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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

Response:

Organizational Structure

Yugantar Education Society (YES)

Yugantar Education Society is the parental body of the institute. It is registered under Bombay Public Trust Act, 1950 and Societies Registration Act, 1860. The Executive Body of the YES is responsible for effective management of all the institutions governed by Yugantar Education Society.

Governing Body / CDC

The YES has duly formed a Local Managing Committee (Now called College Development Committee under Maharashtra Public Universities Act, 2016) as governing body of the institute. It addresses various administration and academics related issues of the institute and undertakes a periodic review the performance of the institute. The CDC meets twice a year on fixed dates i.e. 6th March and 6th October every year. The Director of the institute is answerable to the College Development Committee.

Director

Dr. Lalit Khullar is a full time Director of the institute. His appointment is duly approved by the affiliating university. The director is an ex-officio Member Secretary of the CDC.

Functions and Responsibilities:

- Giving overall direction to operations of the institute
- Allocating resources (financial and others) for different programmes
- Acting as an advisor to the staff (teaching and non-teaching)
- Creating a framework of various policies and setting up procedures for all stakeholders to operate within
- Providing feedback to the CDC on all major activities of the institute
- Procuring the necessary endorsements and sanctions from management, in various matters, from time to time.

Dean - Academics

Dr. Sanjay Kavishwar is a full time Dean – Academics of the institute. His appointment is duly approved by the affiliating university.

Functions and Responsibilities:

- Ensuring that all the academic courses are implemented systematically and in a time bound manner at the institute
- Make sure that all the academic and administrative requirements of affiliating University and other statutory bodies are fulfilled (compliances)
- Set up a framework for all academic, curricular, co-curricular and extra-curricular activities of the institute to run smoothly
- Provide guidance to teaching faculty on various issues related to curriculum delivery
- Provide guidance to students on matters related to all aspects of the courses they undergo and also related to their career ahead.

The Dean (TIME) has Administration Section and Academic Section reporting to him. The working of

these sections is as under:

Academic Section

Under the Academic Section, the three Programme Coordinators (MBA, BBA and BCCA) and Chairman Placements head their respective teams of faculty members and they report to the Dean. The Programme Coordinator (MBA) has a team of five faculty members and the Programme Coordinator (BBA) has a team of seven. The Chairman Placements is assisted by four faculty members who form the placement team (cell) and also one other faculty member.

Administrative Section

The administration section is looked after by an Office Superintendent who is assisted by a Librarian, an Accountant and a System Administrator and has six Peons on call. The Librarian is further assisted by Assistant Librarian and a Peon. The Accountant has clerical staff (three numbers) to help him in all accounting and related work. The System Administrator is assisted by an Assistant-IT to provide help in setting up an IT network and maintaining operational efficiency of the same. The Accountant and System Administrator share the same pool of six Peons who help the Office Superintendent.

File Description	Document
Any additional information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: E. Any 1 of the above

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

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

Response:

The Institute is functioning with the help of various committees/cells that are formed from time to time. These committees/cells are formed to ensure effective and transparent conduct of various activities. In addition, some cells/committees are formed to take care of certain areas like students' grievances, anti-ragging, etc. The frequency of meetings of each of these committees is well defined and the views, suggestions, resolutions, etc. of these committees/bodies are placed in the meeting of College Development Committee (CDC).

Faculty Meetings:

The meeting of all faculty members with a representation of non-teaching staff is held every Saturday.

These Saturday meetings are held to discuss about the week that has gone by as well as to announce various upcoming programs and activities.

1. **Enhancing Student Support:**

In the meeting of faculty members held on 11/04/2015, it was decided that all students appearing for an interview for placement in a particular company and a specified job description shall be separately trained prior to appearing for the same. Since then it has been institutionalized to such an extent that almost all interviews that students attend are necessarily preceded by a couple of training sessions designed specifically for that interview. Also, in many cases, executives from that organization are invited to address students regarding the same. This has improved the success rate of students getting selected for jobs and has also built more competencies among students.

1. **Improving Internal Communication:**

In any educational institute, the staff is primarily divided into groups i.e. teaching and non-teaching. Since the monthly meetings have always been exclusively for faculty members all administrative issues were neither getting recorded nor dealt with in organized manner. Moreover, issues that the non-teaching staff was facing were not being brought to light. Hence, starting from the meeting held on 25/04/2015, one

representative of non-teaching staff has always been attending these meetings which has improved the communication as well as brought to light various issues they face.

1. **Student Development:**

One of the key aspects of building competitiveness amongst students is to enable them to participate in various intercollegiate competitions. Such competitions help them in getting a better exposure to their surroundings as well as sharpen their skills, while at the same time, building a healthy competitive spirit amongst them. Hence, in the meeting of faculty held on 11/03/2017, it was decided that a faculty member be entrusted with the specific task of facilitating this process and ensure that the students of institute start participating in various competitions in an organized manner. Prof. Sridevi Jaiswal was selected for this purpose. Since the beginning of academic session 2017-18, the institute has seen a spurt in the number of competitions that our students are participating in. Also it is now apparent that proper training and coordinated and consistent efforts have borne fruits, as is evident in the number of prizes that our students have started winning at intercollegiate competitions. The prizes being won vary from events like seminars and paper presentation competitions, business plan competitions to fashion shows, singing competitions, various sports, etc.

File Description	Document
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

LIST OF EXISTING WELFARE MEASURES FOR TEACHING AND NON-TEACHING STAFF:

The institution strives to provide the best possible welfare measures to its employees – the teaching and non-teaching staff. The welfare measures taken so far and existing currently are listed below:

1. Employee group insurance scheme;
2. Health insurance facility;
3. Free Annual Health Check-up;
4. Free recreation facilities like swimming pool and gymnasium
5. Provision of clean premises, furniture and fittings such as lights, fans & air-conditioners; containers for waste material at all floors, ground floor, lawn, corridors, ground, etc., removal of dirt, refuse and trade waste regularly, promoting a healthy work environment;

6. Proper sitting place & work stations for all employees and provision of first-aid boxes ;
7. Sufficient number of latrines and urinals, clean, well-ventilated, conveniently situated, washing facilities, rest and changing facilities and refreshment;
8. High-quality drinking water, separate dining area and rest facilities;
9. Recreation facilities like audio-video room, provision for playing games and sports like table tennis, badminton, football, cricket, etc; provision of musical instruments like key-board, drum set, guitar, bongo, tumba, tabla, etc;
10. Get-togethers of teaching staff for better informal and social interaction among them;
11. Gifts to staff on certain occasions.
12. Arrangement of 1-day picnics for teaching and non-teaching staff, every year;
13. Birthday celebration of all teaching and non-teaching staff.

File Description	Document
Any additional information	[View Document]

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

Response: 35.91

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

2016-17	2015-16	2014-15	2013-14	2012-13
13	19	8	4	13

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

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

Response: 3.2

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

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

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document](#)
Any additional information	[View Document](#)

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

Response: 65.04

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

2016-17	2015-16	2014-15	2013-14	2012-13
20	23	22	22	15

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	[View Document](#)
Details of teachers attending professional development programs during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response:

Performance Appraisal or Performance Management Systems are intrinsic to the growth, development and betterment of an employee and consequently that of the organization. Hence it becomes imperative that a working and continuously evolving PA system be established in an Institute at the earliest. Since the crux of an Institute happens to be Faculty members as well as Non-teaching staff it is essential that this be conducted in a fair, equitable and just manner. Keeping this in mind Tirpude Institute of Management Education established a PMS for Faculty members on an experimental basis in the year 2008-09 when a

few members were recruited.

Primarily the attributes that were sought to be measured included teaching, aptitude, communication skills, subject knowledge, syllabus completion status, student feedback and some other behavioral factors like adherence to rules and regulations, team work, potential performance, etc. Soon it was realized that the process was more subjective than objective. This necessitated a change in the process and after due discussion with faculty as well as experts from other institutes the format was changed in year 2010-11.

This new format incorporated a Rating Scale for the first time in the performance appraisal process. Thus, the subjectivity was removed to a large extent by using a measured rating scale. Even then, it was soon discovered that the format was insufficient in capturing various aspects of a faculty members' contribution to the development of the institution as well as to measure his/her personality effectively.

The very next year a newer format was developed, which measured performance of a faculty in the following areas: knowledge disbursal, thought leadership, communication & reporting, academic enhancement and team behaviour. These areas had sub-factors that were to be rated in consultation with the faculty member, by his/her immediate superior or reporting authority.

The process of continuous evolution of the Appraisal system resulted in further changes in the format in 2016 with the format then incorporating radical changes in the way performance of faculty members was measured. At the beginning of the academic session all faculty members were informed about their various Key Result Areas (KRAs) and Key Performance Indices (KPIs) which were formulated by their immediate superiors in consultation with the faculty members concerned. This formed Part A of the appraisal format and Part B comprised of the other performance factors like discipline, class control of the faculty, decision making skills, administrative skills, etc.

All factors of Part A & B used a rating scale to evaluate the contribution of the faculty. A specific byproduct of this appraisal process is that a faculty gets to chalk out his/her potential growth path in the organization by virtue of appraisal system.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institute has established a firm Financial Resource Management Policy to monitor its financial transactions. The policy has mandated to appoint an 'Audit Committee' to check the financial transactions and respond to queries raised during the audit of accounts.

The Institute carries out audit at two levels.

1. Internal Audit, which is conducted by the 'Audit Committee' on quarterly basis.
2. Statutory Audit carried annually by Jodh Joshi and Co., Chartered Accountants, appointed by the parent body, Yugantar Education Society.

All queries raised during both audits are placed before the Audit Committee. The committee resolves the queries either by giving clarification on the issue or by rectifying the error, if any. The response of the committee presented in the form of a compliance report.

The following are the year wise enumeration of major audit queries and its resolution

FY 2012-13

FY 2012-13	
Issues	**Response**
Internal Auditor raised objection on mode of payment of incentives to faculty as part of salary.	Audit Committee acknowledged the issue and policy instructing separate payment of incentiv members.
Statutory Auditor asked for explanation on Expenses incurred for student uniform and Student Kit	The Audit Committee responded by stating that st expenses relates to college uniform expenses, wh kit expenses relates to expenses for sports kit giv for intra college team events.

FY 2013-14	
Issues	**Response**
The statutory auditor raised a query on Alumni fees appearing on Income side and its relation to Alumni expenses	The committee replied that Alumni fee consist o passing students and contribution by institu Alumni expense refers to expenses incurred on A meet hosted by institute

FY 2014-15	
Issues	**Response**
The internal audit report raised an issue regarding lack of clarity on amount spent towards students participating in intercollegiate competitions	The Audit Committee accepted the lacuna a concern over the policy of reimbursement and students. The committee prepared a policy incentive.
The internal audit report suggested the need to prepare guidelines for expenses towards travelling of employees with specific mention on quantum and time of payment.	The Committee prepared guidelines on quantum travelling expenses based on designation. Fu resolved that the benefits shall be paid in advance.

FY 15-16	
Issues	**Response**
The statutory auditor suggested that since university fee is	The audit committee accepted the suggestion a

collected and paid to University, it should not be considered as income.	university fee account under the head Liabilities.
The statutory auditor enquired whether TDS is being deducted on publication expenses paid to faculty members.	The committee clarified that publication e reimbursement hence not treated as income of facu
The internal auditor sought clarification on management of cash expenses during Crescendo	The committee clarified that most of expenses cheques. However, some expenses are to be pai are monitored by supervising faculty of the event.
The internal audit committee expressed concern on number of unpaid bills pending for approval.	The Audit committee proposed a decentrali mechanism for faster payment of bills.
The Internal auditor observed that fees paid by students defer widely both in amount and time and suggested to make comprehensive guidelines on fee payment by students.	The committee replied that broad guidelines programme in charge may decide to defer the considering each case individually.

FY 16-17		
Issues	**Response**	
The internal auditor asked for clarification on policy for purchasing of materials and gift articles by the institute	The Audit Committee clarified that the ins centralised purchasing policy and all purchases designated person only.	

File Description	Document
Link for Additional Information	[View Document](#)

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

Response: 0

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

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

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

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

Response:

TIME is a self-financed institute sanctioned by the Government of Maharashtra on permanently no-grant basis. The tuition fee is the primary source of revenue for the institution. However, the institute so far has been able to manage its financial resources effectively in the interest of stakeholders.

Yugantar Education Society, the parent body of the institute has a clear **'No External Borrowing'** strategy. Hence, all the infrastructure development has been and is planned to be undertaken from the tuition fee revenue. However, the institute has been able to provide adequate quality infrastructure for all the programs it offers.

Working Capital Reserve

In past few years, the institute has experienced some problems on account of uncertainty of release of scholarship funds by the Government of Maharashtra. Hence, the institute has adopted a policy of creating a working capital reserve. This has enabled the institute to meet its cash expenses promptly and to pay the staff salary without any delay.

Additional Sources of Revenue

The institute is now fully ready to utilize its potential for generating additional revenue from other sources. A strategy has been formulated to generate additional revenue from sources such as –

- Providing behavioral and functional training (MDP) to local organizations
- Providing consultancy services to local as well as national organizations; and
- Conducting research projects for corporate houses and other Government and Non-Government Organizations

A plan for the same is in action and a revenue of more than Rs.9,00,000 has already been generated during the FY 2017-18 through various industry and NGO sponsored research projects and training programs.

Financial Resources Management Policy

The institute has a well designed **'Financial Resources Management Policy'**. This policy is intended to describe the norms and standards for generating funds for operations and development. It also describes the norms and standards for effective utilization of funds. In general, the policy aims to set the procedures and standards for generation and use of financial resources in order to achieve the vision and mission and its underlying strategic objectives set by the Institute. The policy, in order to ensure effective utilization of funds, has categorized the heads of expenses such as –

- **Human Resource Cost** – Salary and other allowances of employees including honorarium for visiting faculty, guest lectures, etc.
- **Operational Expenses** –
  - Expenses towards Curricular Activities
  - Expenses towards Co-Curricular Activities
  - Expenses towards Extra-Curricular Activities; and
  - Other Expenses

- **Capital Expenses** – Expenses for infrastructure augmentation
- **Working Capital Reserve**

The policy also ensures effective formulation of budget by setting standards and procedures for constitution of 'Budget Committee' and its working. Similarly, the constitution and working of 'Audit Committee' has also been suggested by the policy to ensure effective conduct of internal and external audits.

File Description	Document
Link for 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

Response:

The Institute has always been quality conscious and strives to provide quality management education supported by effective and transparent systems and processes. However, the beginning for preparation for accreditation by NAAC and constitution of IQAC has started strengthening the quality awareness of institute. The IQAC, in its first meeting held on 9th March 2017 has suggested some measures to improve quality and ensure transparency. These suggestions were worked upon and have been institutionalized in the interest of stakeholders.

1. C-BAT:

Abbreviated form of Credit Based Assessment @ Tirpude, C-BAT is a very objective and comprehensive mechanism for continuous internal evaluation of students and forms the basis for awarding credit scores to them. The areas of student evaluation considered for C-BAT are - overall academic attendance (classroom), projects participation (other than summer internship), participation in activities, participation in committees and performance in end session examinations/assignments. A well thought objectivity is the hallmark of this mechanism. Minimum credits to be obtained by a student to qualify for C-BAT and maximum credits permissible are clearly defined and communicated.

Class attendance is a daily activity for all courses throughout the academic sessions. It is desired that students attend all classes and score maximum credits. They can avail additional points for high attendance.

Project participation provides equal opportunities to students for short term and other projects where they get good exposure of real life business situations/experience. They can register for projects of their liking and avail credit benefits.

Participation in activities- Maximum participation in events and activities ensures good marks in internal assessment. There are number of events and activities organized by the institute spread over all the

semesters mentioned in the academic calendar.

Participation in committees– student committees (with faculty in-charge) are constituted for various activities/events and students can register for these, voluntarily, to earn additional credit points. E.g. for placement, ED cell, SIP, research, sports, case study, conference and several others.

Performance in end session examination/assignments is also evaluated for granting credit scores to students. The end-session exam pattern is the same as that of University exam. Assignments are given to students with genuine reasons for absence from examination.

2. Feedback policy:

A strong feedback policy enables an educational institute to introspect and create scope for further improvements. The existing systems & processes at TIME are reviewed in IQAC meetings in terms of effectiveness of teaching-learning, adequacy of infrastructure, knowledge & skills of students and other mechanisms. Structural reforms are made by virtue of which, feedback of all stakeholders is facilitated. The feedback mechanism allows a 'fair to all' grading system to students. In order to bring in more transparency, the mechanism includes feedback from employers, as well. As suggested by the Employer's Representative of the IQAC, this feedback is taken between two and six months of the student joining an organization. Based on this feedback and the gaps analyzed between students' capabilities and industry expectations, add-on skill development workshops, lectures and other curriculum enrichment programs shall be organized from time to time.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

The institute undertakes periodic review of various programmes and practices established from time to time and evaluate them for their effectiveness. Such programmes have a direct bearing on the teaching-learning practices and hence are of utmost importance to both, students and teachers. Adoption of effective and more impactful practices, therefore, is a part of the institute's working as it leads to reforms in its teaching-learning process. Among the several reforms undertaken for institute development, as a result of IQAC meetings, the following two can be sited here as good examples:

1. Curriculum Enrichment Program (CEP): A business management course is one that is closely linked to industry and the curriculum administered needs to keep pace with today's fast evolving industrial and business needs. However, the curricular designing process is time consuming and has its own limitations. The IQAC has taken a review of industry expectations and tried to identify the gap between curriculum content and industry expectations. Taking a cue from this situation and as an outcome of the IQAC

initiative, a need was felt at TIME to supplement the existing MBA curriculum with certain enrichment programs. As a result of deliberations on this aspect, a 'Curriculum Enrichment Program' has been developed. The established Campus Recruitment Training (CRT) has been decided to be used for implementation of 'Curriculum Enrichment Program'. This is administered, separately, to 1st year and 2nd year students of MBA program. During CEP sessions, students are exposed to industry expectations from management graduates.

For first year students, the CEP sessions mainly include basic information and practice sessions on economy, business news, industry scenario, industry sectors, computer training, working with spreadsheets, presentations, etc. Higher level and more specific training is rendered to second (final) year students, which mainly includes group discussions, aptitude development, interview techniques, grooming, subject-specific hard skills, etc. Guest lectures and sessions by industry experts from varying disciplines are also regularly conducted as a part of CEP, to bring about student interactions with these experts. Remedial classes for students who need them are also interspersed in the CRT sessions to ensure that weaker students are brought up to speed with their better counterparts.

2. Industry Mentoring: Mentoring by industry experts and managers is another example of reform facilitated as a result of IQAC initiative. With a view to bring in more objectivity, a mechanism was set up to gather feedback on students placed, from their employers. As suggested by the Employer's Representative of the IQAC, this feedback is taken between two and six months of the student joining an organization. Based on this feedback gaps are analysed between students' capabilities in various work areas and industry expectations. To further the impact of CEP discussed above, additional mentoring efforts have been suggested by the IQAC. It is decided to identify the mentoring needs of students and to provide a platform for industrial mentoring to students to provide them better exposure of real life business world. This mechanism is in the process of evolution and yet to be implemented. However, this shall be finalised before the current batch joins its internship projects.

File Description	Document
Any additional information	[View Document](#)

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

Response: 0

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

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

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

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

Response:

Since 2010-11 there has been a strong emphasis on the quality of the inputs being provided to students. It was also realized that along with academic quality, there has to be equal importance given to the overall administration of the institute. With this in mind, a large number of initiatives were embarked upon with a strong emphasis on continuous and sustainable improvement. One of the key initiatives that has been implemented continuously and that has slowly become a hallmark of Tirpude Institute of Management Education (TIME) is the integration of Activity Based Learning into the curriculum of each subject/course being taught at TIME.

Thus all subjects being taught make extensive use of activities like games and exercises, simulations and quizzes to reinforce and enable learning in a healthy and competitive environment. This has resulted in enhanced understating of applications of the subject for students, at the same time making it interesting for them.

Another quality initiative introduced in 2013-14 and followed through, thereafter, is the involvement of students in live research projects that the institute obtains from industry and Government; for example, the Police Surveys conducted in 2013-14 and 2016-17, wherein students were involved in various aspects of the research like data collection, data feeding, data validation and analysis as well as preparation of the report.

Apart from the various skilling initiatives, which are an ongoing process, involving the students in designing student activities and learning platforms has also helped improve the quality of their education.

Faculty improvement is another area that has seen intense qualitative initiatives like introduction of 'Research Publication Incentives' for faculty members and encouraging them to participate in conferences and seminars, both national and international. FDPs are regularly organized using in-house as well as external faculty to ensure that faculty stays up to date with newer methods of teaching and that they're aware of advancements in pedagogical tools.

Overall administration has also seen various evolving processes being introduced from time to time like introduction of various policies related to leaves, absenteeism, reporting, travel, etc. It is extremely critical for any institute to have clear cut policies related to administrative aspects as it affects the day to day working of the institute and thereby, ultimately, the teaching-learning process.

In addition to the above, continuous improvements have constantly been introduced in student administration area like verification of documents at the time of admission. This was improved by streamlining the process of document verification by ensuring that student documents are verified by the receiving department itself at various workstations kept in a sequential manner. This prevented unnecessary repetition of work and reduced waiting time for students. Attendance tabulation was also completely computerized by taking attendance in class directly onto the computers by the subject teachers. This ensured that the data captured was authentic, correct and the principles of NDKT (No Data Keyed in Twice) are being followed. This made the student attendance figures available to all in real time and enabled the institute to manage the same in faster and more accurate manner.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 9

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	1	2	2

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)
Any additional information	[View Document](#)

7.1.2

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

Response:

The status of women all over the world is a cause for grave concern. Women in all societies experience various forms of discrimination and oppression. Gender discrimination has been into existence over centuries and has been transferred from one generation to another. Eradication of this practice is absolutely important for society to grow as a whole and needs efforts at all levels. Since education is where we shape minds, it is imperative for educational institutions to sensitize students against gender discrimination and promote gender equity.

Tirpude Institute of Management Education (TIME) being a co-ed institution gives special emphasis to gender equity and tries to sensitize its students against gender discrimination in various ways. The composition of batch in terms of Boys: Girls is clear indication of gender equity adherence. The Institute conducts gender sensitization programs regularly for all students to spread awareness about gender equity, respect for opposite gender, and imbibing empathy and understanding opposite gender.

Boys and girls work together in various college events, research projects and subject assignments. Gender equity is also promoted through sports. In Tirpude's Premier League, students have mixed teams in cricket and football matches i.e. both boys and girls playing together in each team. Both Boys as well as Girls can be seen holding senior positions such as mentors, captains and team leaders in various college events such as Crescendo, Tirpude's Premier League, Erudition and Mindquest. Participation of Girls and Boys is equal in inter-college and inter-university sports tournaments and co-curricular events.

The institute also organizes formal orientation programs International Women's day 8th March. This program highlights issues such as eve teasing, sexual harassment, female feticide, exploitation of women at workplaces and cyber security. Guest lectures are conducted on topics which address Issues like gender discrimination in social surrounding and workplace, Workplace safety, Personal Hygiene, cyber security for boys and girls and other matters of concern.

Lady police officers conduct student interaction programs at campus about various initiatives such as Bharosa Cell launched by Nagpur Police to help, protect and empower women. Boys also attend these programs so that they can develop a higher degree of sensitivity towards their female counterparts.

Safety and Security:

The institute campus is covered under surveillance of CCTV. This ensures continuous and close monitoring of all students at all times to ensure any untoward incident is reported and recorded.

Industrial visits and outstation learning excursions are organized on a regular basis. Separate male and female faculty members are deputed for industrial visits and outstation excursion tours to provide sense of security to girl students.

The institute also has an active 'Internal Complaints Committee' to ensure safety and security of students, particularly girls.

Counseling:

The Institute has established a 'Grievance Redressal Cell'. The girl students who struggle with gender-based bullying, gender-based favoritism and gender-based pressures can approach this cell and avail counseling facilities. The institute has experienced counselors who deal with such cases. If needed, the institute has a provision for inviting a qualified psychologist to handle cases of extreme nature.

Common Rooms:

Common rooms are available for the girls and boys separately which are equipped with facilities like sitting arrangement, first aid provision, etc. The girl's common room also has a sanitary napkin dispenser to provide better personal hygiene facilities to girl students.

File Description	Document
Any additional information	[View Document](#)

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 56447

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 33.65

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

Response: 106

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 315

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The Institute enthusiastically participates and strictly adheres to waste management methods promoted by Nagpur Municipal Corporation (NMC) and other regulatory bodies. It has established a mechanism for collecting solid, liquid and electronic waste in separate bins. Solid waste is handed over to NMC's waste collection team by a designated team of personnel on a daily basis. The institute has installed a Vermi Compost Pit to deal with the wet waste such as vegetable or food waste. The e-waste (Electronic waste) collected separately in a dustbin is handed over separately to an NGO which collects electronic waste and

dispose/ recycle them at its end. Thus, the Institute efficiently manages the solid, liquid and electronic waste and keeps the premises and environment clean and hygienic.

Initiatives:

- Guest lectures on waste management
- Dustbins in each classroom and on each floor
- Periodic cleanliness drive (Swachhata Abhiyan) by students, teachers and staff
- The water waste from Air Conditioners is channelized to water the plants
- Computers are upgraded to the latest versions rather than buying new machines. This helps in reducing electronic waste generated form computers and computer peripherals.
- Students are involved in dust-bin making/decoration competitions and other such waste management initiatives to instill a sense of civic responsibility amongst them.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rainwater harvesting is very important step towards water conservation. It is carried out by accumulating rain water from rooftop and balconies through pipes and channelizing it to a water reservoir for re-use.

Proper Rain water harvesting system is installed on the rooftop of post graduate building (MBA Building). The rain water is properly channelized through pipeline and used to recharge the well located near building. This water is primarily used for other than drinking purposes and watering the lawn near building. In the Undergraduate building of the institute, the rooftop water is manually channelized by pipelines and collected in drum and later utilized in the garden areas.

Apart from this the whole campus is covered in greenery to ensure that all such rainwater collected is utilized properly and channelized for gardening use.

7.1.7 Green Practices
- **Students, staff using**
- a) **Bicycles**
- b) **Public Transport**
- c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The institute is spread over a lush green campus with well grown trees and plants and lawn around the buildings. Plantation of trees is a regular feature on the campus. Carbon neutrality is a burning issue nowadays and hence the institute is very careful in keeping the environment pollution free. In order to reduce the use of papers, all the internal communication of the institute is carried out on email and messenger service. Apart from this all notices and internal use paper is made up of recycled paper, for which used sheets of paper is used.

One of the initiatives for green practices adopted by college is celebrating No Vehicle day for staff members and students regularly. The students and staff members use bicycles or public transport to commute to college on such days. Some faculties use car pools. A few faculty members use bicycles to come to college on regular basis. Some students also use bicycles and public transport to come to college. Initiatives such as donating a bicycle to needy students are taken up by faculty members to promote green practices.

In all formal and informal programs, seminars, conferences and events, institute has a policy to offer saplings to the guests instead of bouquets. Thus, apart from maintaining its own campus, the institute also promotes green practices in the society.

File Description	Document
Any additional information	[View Document](#)

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

Response: 0.47

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

2016-17	2015-16	2014-15	2013-14	2012-13
1.26	0.26	0.71	0.64	0.45

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document]
Any additional information	[View Document]

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

Response: 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	3	2	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document]
Any additional information	[View Document]

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last

five years (Not addressed elsewhere)

Response: 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	1	2	3

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

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

Response: Yes

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

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

Response: Yes

File Description	Document
Provide URL of website that displays core values	

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

Response: Yes

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

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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

Response: 75

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

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

Response:

The institute realises the need for students to be exposed to not only business principles and practices but also to various issues and challenges faced by different sections of the society they live in. For this purpose, TIME conducts various events and activities that are aimed specifically towards strengthening various student attributes.

The institute focuses on reinforcement of various student attributes such as national integration, communal harmony, social concern and duties and also for professional ones like commitment, service, planning, organizing, coordination, timeliness, optimum resource utilisation, interdependence, etc.

In addition to the celebration of Independence Day and Republic Day, TIME organizes a peace march, every year, on 2nd October, to celebrate 'Mahatma Gandhi *Jayanti'*, wherein hundreds of students and all faculty members walk a distance of about 4 Km to statue of Mahatma Gandhi and pay tributes to the father of the nation. Students are required to wear Indian traditional attires in order to demonstrate social cohesion and national integration. Here the students are exposed to universal values like truth, non-violence, righteous conduct and peace by way of various anecdotes and stories associated with the life of Mahatma Gandhi.

In addition to this, the institute also has celebrated/observed certain days of importance like Martyrs' day, Army day, Indian constitution day, world day of social justice, international mother language day, international women's day, international day for elimination of racial discrimination, world health day, international labour day, world anti-terrorism day, international anti-child labour day, international peace day, world food day, constitution day and human rights day. These days are celebrated/ observed in class rooms by way of talks, presentation of facts, student discussions, short films, guest lectures, visit to certain places/localities to carry out some activity, etc.

File Description	Document
Any additional information	[View Document](#)

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

Response:

Transparent operations and procedure driven functions is a necessity of any educational institute as they are supposed to be role models of trustworthiness and truthfulness. No institute can develop a sustainable working model without these essential virtues.

Tirpude Institute of Management Education maintains complete transparency in its financial, academic, administrative and auxiliary functions.

- Faculty meeting is scheduled and conducted on every Saturday which is attended by all faculty members and one representative of administrative staff. All issues related to academics, student placements and projects, class attendance and activities are discussed in the meeting.
- Regular feedback is taken from all major stakeholders of the institute, which majorly include students, alumni and parents of the students. All feedback are recorded and acted upon by the top

management on periodic basis. Corrective actions are taken accordingly.

- Financial resources management policy is in place and is shared with concerned authorities.
- Mandatory disclosure is displayed on college website for public reference. Academic credentials and background of all teachers are displayed on college website. Internal assessment of students is done following a well designed process which gives sufficient weight-age to their attendance, classroom performance, assignments, projects and participation in various activities.
- All policies and code of conduct are conveyed to students through college website. These marks are displayed on college website and which can be referred by the students.
- The institute follows 'Activity Based Learning' model. All activities are planned, designed and conducted by student volunteers.
- All major committees/bodies/cells have representatives of various stakeholders such as alumni, parents, students, employees and industry representative. This ensures transparency and facilitates the institute with valuable inputs from these stakeholders.

Institute follows a well designed process for operations of library, laboratories, use of campus facilities, etc. Institute thus maintains a clear and transparent approach in all its functions.

7.2 Best Practices

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

Response:

In the interest of providing quality business education and molding future business leaders, Tirpude Institute of Management Education (TIME) has always been prioritizing overall development of its students. To achieve this, over the years, the institute has experimented various methods and approaches to make the teaching-learning process application oriented rather than merely providing theoretical academic inputs. The experimentation, review and modification of various methods are a regular practice at TIME. After carrying out various experiments in various fields concerned with institutional advancement, student development and overall quality improvement, few of the experiments are repeated over a period of time and have finally emerged as best practices which are implemented by the institution for the last few years with continuous improvement every year. Two of those highly effective and time proven practices are elaborated here:

Best Practice – 1

1. **Title of the Practice – Activity Based Learning (ABL)**
2. **Objectives of the Practice**
   1. To provide students opportunity to choose their way/ style of learning.
   2. To enhance student's learning experiences through experimental and skill based activities.
   3. To help students improve their personality and confidence levels through practical exposure and ability to apply learnt theoretical skills.
   4. To make students more employable by developing their abilities to work in and manage teams, handle emergencies/contingencies, enhance problem solving skills and improve interpersonal communications.
   5. To increase the overall performance/development of students in terms of increased speed of

learning; increased interest and engagement with course/programme.

6. To ensure improved relationship between students and teachers, improved group activity, and improved self confidence, creativity, discipline and participation.

3. **The context**

The teaching – learning process at TIME has always been encountering the issues of diversity of students in terms of learning abilities, socio-economic backgrounds and prior education backgrounds. Another major challenge that has been faced in general is the decreasing attention span of students added with low motivation to attend classroom sessions. The institute has a strong belief that a student can learn best by doing and not by merely listening or reading. Hence, the faculty members have been initially encouraged to conduct some activities and games in classrooms to break the monotony and boredom. The review of this initiative was very impressive and encouraging. Hence, the institute has started establishing a formal Activity Based Learning (ABL) mechanism. The ABL is an innovative, interesting and corroborated classroom transaction model. ABL describes a range of pedagogical approaches to teaching. Its core premises include the requirement that learning should be based on doing some hands-on experiments and activities. The idea of activity-based learning is rooted in the common notion that students are active learners rather than passive recipients of information. At TIME, ABL is being practiced successfully from past 15 years and is continuously evolving.

1. **The Practice**

Learning is a way of life and hence, the teaching approach is so structured that students and teachers alike come across various opportunities to enrich themselves on a day to day basis. The Activity Based Learning method is emphasized at Tirpude Institute of Management Education (TIME), with the goal being constant – to enliven learning. The methods adapted for teaching in TIME form a broad spectrum of innovation as well as time tested classical ones.

Time tested methods like, Lectures, Case study discussions, Simulations are interspersed with role plays, games, problem solving tasks, spot quizzes, movie shows and the like. Each teacher dons the role of a facilitator to open up the student's mind to experience by providing a conducive environment for Learning. At TIME, experimental learning is encouraged as it strongly feels that learning by doing improves the Knowledge, Skills and Attitudes of the students.

The institute ensures that holistic development is an ongoing activity which manifests itself in all the activities that are conducted under ABL. The various events that institute organizes are links in the chain to overall personality development. Every activity is defined with the learning objectives for students and they are informed about this. During the activity, students are under constant monitoring of the faculty members to ensure smooth conduct of the activity and effective learning. At the end of the activity, a debrief session is conducted to ensure that the students understand the achievement of learning objectives.

For Academic and Intellectual pursuits, the institute has flagship events like Erudition; MindQuest; Quiz competitions, Tirpude's Premier League (TPL), MADness and Crescendo. Apart from these, the students are actively involved in organizing and coordinating various activities which are institutionalised in TIME. Activities like TiRE, Induction, Alumni Meet, Conference, Guest Lectures, industrial Tours, Experiential Visits, conducting T-SAT & T-MAT, etc. are some of the key activities which are also used as examples which dealing with ABL in classrooms. Being an important part of such events ensures the emotional and

spiritual development of each student as she/he works with various committees, in peer groups, adjusts to stress and task related pressures, leads her/his peers and seniors in some cases and learns the ropes of management. Some of the signature events of TIME are explained in brief below:

Crescendo:

Crescendo is the inter- collegiate youth festival which is currently in its 18th year and is the biggest youth festival of Central India where no celebrities or eminent personalities are invited but still it's the most anticipated event of Nagpur. This event is entirely designed, developed and managed by students who work in three levels of management: Top level management that contains Chief Mentor, Chief Executive Officer, Chief Operating Officers for Sports and Cultural events and departments, Chief Marketing Officer and Chief People's Officer. Second level of management is the team of 3 to 4 directors for each sports event such as cricket or basketball, for each cultural event such as Quiz or Singing and for each department such as promotion, documentation or security. Third level of management is the members in each event which actually carry out operations as directed by their respective directors. Students for these three levels of management are appointed by a team of faculties after a gruelling selection process. Students apply for various posts wherein they also present their plans on how they would conduct the activity and then they are interviewed by a panel of faculties. From this entire process, students learn the basics of staffing skills, planning, implementation of strategies, etc.

Students of TIME are only part of the organizing teams and do not participate in the competitions of Crescendo.

TPL:

Tirpude's Premier League (abbreviated as TPL) is a year-long activity organised for undergraduate students of Tirpude Institute of Management Education. The idea of TPL is to engage the students in various sports, cultural, co-curricular as well as extra-curricular activities. Organizing and participating in these activities inculcates in them a healthy competitive spirit along-with with teamwork and blended with a sense of motivation-achievement. Also, by actively participating in the events organized by TPL, the students get a chance to interact with each other, know their strengths and weaknesses and learn from each other.

TPL has an Organizing committee called the Warlords which is completely made up of students. Other participating students are divided into 16 teams with each comprising of students from BBA as well as BCCA programmes of all the years. Care is taken to ensure that gender ratios are maintained properly in each team as well as the Warlords. The events are conceptualised, designed and effectively implemented by students themselves throughout the year.

MindQuest:

MindQuest is an inter-collegiate Paper Presentation Competition where students from various undergraduate management colleges participate. This provides a platform to the students to showcase their presentation skills and application of theoretical concepts and their ability to compete in the race.

The organising committee of MINDQUEST is spearheaded by a faculty in-charge who is assisted by a team of students who participate in each and every aspect of conceptualising, planning and effective implementation of the event.

MADness:

The Institute organises an intra-collegiate event for MBA students named MADness (MAD stands for Management Aptitude Development) every year. MADness is an innovative, fun filled event through which MBA students get to use managerial skills learnt in the classroom and apply in diverse situations.

The students are divided into teams in a semi democratic manner wherein they are asked to submit their groups comprising of 5 students each. Three such groups are clubbed together to form one team. Each group comprises of students of both first year and second year students.

Various tasks, activities, games, etc. are organized by a team of students who opt out of the competition to become part of the organizing committee. Tasks/games are generally designed in such a manner that each comes with a twist or a variation of some traditional sport/activity which makes it interesting and fun. Each task/activity/game is run like a competition and teams placed in top three are awarded points. Cash prizes are given away to the overall winners at the end of the two days of MADness.

The event culminates with a detailed debrief session led by faculty members wherein all learning's are discussed with students in a n open forum.

Erudition:

Erudition is an inter-collegiate academic event wherein postgraduate management students from several colleges come together and compete with each other to exhibit their talents.

These events are industry oriented and the tasks given to the participants allow them to get a feel of the corporate world.

The students of TIME are allowed to enter into this competition and all events are managed completely by students with faculty members pitching in as and when students seek their help.

1. **Evidence of Success**

The primary evidence of success is the fact that almost all the students graduating from the institute are extremely adept at managing complex problems as well as have a healthy working relationship with their friends and colleagues.

An important aspect of ABL is the ability to apply learnt theory in different situations which is strongly evident amongst the students of the institute.

One of the key benefits of ABL has been student engagement resulting in increased class attendance by the students. Overall attendance at TIME is one of the highest in competing programs in other institutes of the region clearly indicating the success of ABL as a Best Practice of the institute.

Owing to the experience gained by our students in organizing top class competitions their own performance in competitions organized by other institutes is very high. Students of TIME regularly win accolades across the region for their balanced and talented performances in all spheres of student life.

Overall performance of students in University conducted examinations has also been consistently good since the advent of ABL at the institute making it a tried and tested method of teaching.

1. **Obstacles / Problems faced**

ABL is a pedagogy for which the teacher has to prepare in advance and so it   requires a lot of time to prepare and conduct the activities. To conduct activities, a lot of material resources are needed, arrangement of which has to be made in advance. Students sometimes get carried away by the activities and consider it as a fun exercise making it challenging for the teacher to bring a balance between the activities and the learning.

Resources Required

- Team of teachers to plan and implement activities
- Students with energy and enthusiasm
- Time (important resource as it has to be distributed between ABL, classroom teaching, syllabus completion, research and industrial projects)
- External resources such as experts in various fields, corporate professionals, alumni, etc.
- Various venues and locations to conduct specific activities

Best Practice –2

1. **Title of the Practice – Regular Alumni – Institute Interface**
2. **Objectives of the Practice**
   1. To bring into play the knowledge and experience of alumni and bridge the gap between curriculum and industry expectations.
   2. To create a linkage between alumni and the institute by creating an extensive data base of alumni with their profiles being updated dynamically.
   3. To conduct alumni meet every year to rejuvenate the alumni-institute relations and renew the linkages with them.
   4. To operate an alumni cell with dedicated teachers interacting regularly with alumni and tapping various opportunities for interactions with them.
   5. To felicitate and recognize alumni who have achieved distinction in their career or business venture over a period of time.
   6. To create opportunities and provide platforms for the existing students to interact with and gain insights from the alumni on a regular basis.
   7. To create a framework of operations that will be beneficial to both the parties (Alumni and the institute) and will cater to satisfy mutual interests.

1. **The context**

The institute was established in 1994 as a single programme department of the Tirpude College of Social

Work and later grew to include UG programmes like BBA & BCCA. The institute was formally separated as TIME in 2013. However, for all intents and purposes the institute has been operating as a separate unit since its inception. Hence, the alumni network has always comprised of the MBA alumni which later on included alumni from BBA & BCCA Programs as well.

The alumni of the institute are placed equally in family businesses as well as working as professionals in the corporate sector (both public as well as private), thus providing a wonderful mix of diverse experiences. Most of the earlier batch students are now placed in higher positions of authority in whichever sector they are operating in. This provides the institute access to a large and diverse range of experience available from the alumni for sharing with its students. This also enables the institute to involve all such alumni in bridging any gaps in the curriculum and/or knowledge dispersion processes prescribed by the RTM Nagpur University.

The institute, therefore, has decided to make use of its strong alumni network by having a regular and organized Alumni – Institute Interface, thus ensuring that the students get an opportunity to learn from actual practitioners who are also stakeholders in the development of the institute. This is a multi dimensional practice that safeguards the interests of all of its stakeholders such as students, alumni, faculty and industry.

1. **The Practice**

Since inception, the institute has given immense importance to alumni and has always been trying to strengthen the alumni network. The database of all alumni is maintained and updated in an organized manner. The In-charge faculty member for alumni matters, the Chairperson, Training & Placement and the executive members of TROY (Alumni Association) are regularly in touch with alumni from various batches so that their current positions and profiles are known to the institute. To facilitate a platform for reunion, the Alumni meet is organized every year on a designated day i.e. 14th August. The alumni of various batches are invited to various events and activities as well as various achievements of the institute are also shared with the alumni with the effective use of social media. The thought of involving alumni teaching-learning process led to organized efforts in this regard.

- The institute offers Tirpude's Industry Readiness Exercise (TiRE) to its final year students. This course has mock Personal Interview and mock Group Discussion sessions. Alumni are invited to conduct these mock interviews/GDs and share feedback and provide guidance to students for improvement.
- TiRE also has some unique sessions such as 'How to become an ideal subordinate?', 'Teething troubles in first job', etc. Alumni are specifically invited to conduct these sessions to share their experience and success stories with the students. This enables students to understand different dimensions of corporate world and makes their survival and success easy. TiRE is held separately for UG and PG Final Year students on different dates.
- The institute organizes a unique induction program for every batch. Specifically in case of a program like MBA, a student is required to be aware of her/his takeaways from the program. A panel discussion on desired takeaways from MBA program is an integral part of the induction program. A panel having representatives of industry and alumni discusses these and related issues to maximum advantage. This enables students to identify their learning objectives and in turn facilitates effective teaching-learning process.
- Alumni, being an integral part of the institute, are involved in relevant committees/bodies, such as College Development Committee, Internal Quality Assurance Cell. This provides an opportunity to

the institute to keep itself updated about the recent trends in industry.

* An active participation of alumni is also encouraged during various events and organized at the Institute. The presence of alumni during Crescendo, TPL, Erudition, Mindquest, etc. encourages students to participate enthusiastically.
* A strong alumni network and active alumni association is a commendable source of placement opportunities for students. The contribution of alumni is not limited to informing the placement opportunity, but they take initiative and train students, if needed and coordinate the recruitment process in many cases.
* Placement cell of the Institute also provides placement opportunities to the alumni, if they notify to the placement cell that they are seeking new job opportunities. Thus they can avail the facilities of recruitment and continuous support from placement cell even after graduating from the institute. This reinforces their bond with the Institute.

1. **Evidence of Success**

Evidence of success is related to the achievement of objectives. Some of the pointers to the success of this initiative are listed below:

* Nearly 40% of overall placements have been a result of direct alumni intervention in the form of identifying opportunities and facilitating the recruitment of the graduating batch students for the past 3 to 4 academic years.
* Almost all the placements effected through alumni have seen a steady rise in the pay packages being offered to the students.
* More than half the short term projects in which students are involved are coming from alumni sources and nearly 70% of the Summer Internship Programs are coordinated with the help of alumni.
* Every batch sees a few graduating students being mentored and helped by alumni in setting up or expanding their businesses in some form or the other.
* Class attendance, students' acceptance of institute rules and regulations and their integration with the institute culture has improved since alumni interaction has increased for the past few years.
* Institute legacy in terms of involvement of students in Activity Based Learning has also seen a steady rise since the alumni have started explaining to the students about the benefits of involving themselves in various activities.
* Alumni themselves have grown closer to each other and their personal networks have increased.
* Alumni have started helping each other in job opportunities and are being benefitted in terms of career advancement.

1. **Problems Encountered and Resources Required**

Tracing the graduates located abroad or in distant locations and not in touch with their batch mates is one of the biggest problems faced by institute. Besides this, availability of alumni on working days during working hours is also an obstacle to involve alumni on regular basis. Updating the profiles of alumni is a dynamic task to be performed very frequently. The institute is facing some problems in this area also as many times the alumnus does not report the change of his job or designation to the institute. The institute

needs to be proactive in this regard to resolve this problem.

Resources Required:

* Availability of updated alumni database in real time
* Dedicated faculty member/s for Alumni Cell on regular basis
* Sufficient number of alumni who can regularly visit Institute's campus and take part in institute's activities
* Alumni cell which comprises of a team of students

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Vision of Tirpude Institute of Management Education is "We will be a unique educational institute with strong regional roots, being a nationally influential education centre imbibing **moral and cultural values.**"

Tirpude Institute of Management Education (TIME) focuses on holistic as well as heuristic development of the students. TIME believes that the best way to teach a student holistically is by   offering him strong mentorship. Teachers are the best mentors for students. Teaching methodology of TIME is such that students spend maximum time with teachers, learn from the interactions with teachers, and observe their behavioral traits and other skills apart from learning from books. Teachers at TIME consider student counseling as their prime responsibility and give their first priority to students. Students develop gradually over a period of time. In every activity, program, event or initiative diverse team of students is formed by Institute which comprises combination of girls and boys, combination of students from different undergraduate and postgraduate programs (BBA, BCCA and MBA), combination of students from urban and rural background, combination of students from different castes, creeds and religions and combination of students from different economic backgrounds. They work as a team naturally, going through forming, storming, norming, and performing stages of team cohesion. While performing various tasks as a team, they learn to interact with each other, cope up with each other and start mutually respecting their differences. They start respecting their differences of gender, cast, creed, religion, culture, language and financial status. This helps in developing strong communal harmony and cultural acceptance which results in their becoming good and responsible citizens of tomorrow.

There are numerous examples which highlight this distinctive character of TIME very strongly. In events like Tirpude's Premier League (TPL), there are 16 cross-cultural teams formed as mentioned above. These teams work together throughout the year and compete with other teams in various sports and cultural events and competitions which boost their morality, nationality and regional roots. Throughout the year these teams work under guidance of their senior students who are their team mentors. In the span of a year, they start respecting and appreciating their mutual differences and understand the strength which everybody brings in to the team. Other such notable events are Crescendo, the annual mega youth festival, Erudition and Mind-quest which are co-curricular in nature, research surveys undertaken by the institute in which students carry out surveys in teams, initiatives like Kisan Mitra, Pakshi Mitra which work on locational disadvantages, local community initiatives like Tirpude's Outreach Program (TOP) , dustbin and mosquito net donation activities, etc.

The institute is thus able to imbibe all moral, cultural and holistic values in its students in line with the Vision of the institute through a combination of such events and activities.

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

Culture of Carte Blanche and Employee Empowerment

An educational organization is formed to achieve certain goals and objectives by bringing individuals together on a common platform and motivating them to deliver their level best. It is essential for the teachers to enjoy their work for them to develop a sense of loyalty towards it. TIME believes that work culture plays an important role in extracting the best out of teachers and staff and making them stick to the profession. The institute too plays an important role by offering a positive and healthy work culture to the teachers for them to concentrate on their work rather than interfering in each other's work. TIME assigns significant credit of its success in providing quality education and ensuring student satisfaction to the cultivation of healthy work culture. The institute strives hard to create and maintain a culture of Carte Blanche and employee empowerment by ensuring –

- Transparent and effective implementation of Human Resource Policies
- Freedom of thought and functional decision making
- Employee involvement in policy decision making
- Clear definition of roles and responsibilities with no bias
- Prudent work distribution
- Transformational Leadership; and
- Value building and Value sharing

The institute thus provides a healthy work culture and ensures that every individual should feel as a part of the educational organization and therefore more involved more exited, stress free at work, satisfied of work and more loyal to the institution.

Concluding Remarks :

"You cannot teach a child any more than you can grow a plant. All you can do is on the negative side—you can only help. It is a manifestation from within; it develops its own nature—you can only take away obstructions"

- **Swami Vivekananda**

TIME is a management education institute that plans and acts proactively on myriad issues concerning student development by creating the effective learning environment. In line with its vision, TIME own the responsibility of student development and their progression to higher level of responsibility. It does so by keeping the social, cultural, moral and environmental concerns in sight.

Being a student centric institution, it plans and executes various curricular, co curricular and extracurricular activities in transparent ways ensuring least amount of grievances. The continuous innovation in pedagogy is the unique feature at TIME and has yielded fruits of sustained student involvement. Students come to the institute with lot many aspirations and Tirpude Institute of Management Education appreciates this in its

entirety. TIME conducts its programmes with an aim to blend student personalities with the spirit of positivism, nationalism and contribution. It seeks to significantly raise the level of awareness of its students and build an aptitude among them for understanding the economic and industry landscape, for growth oriented rational decision making and for prudent governance in their chosen vocations.

The overall satisfaction all stakeholders in general, and students in particular is the foremost priority of the institution.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.4.1	Structured feedback received from
	
	1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise
	    Answer before DVV Verification : A.Any 4 of the above
	    Answer After DVV Verification: C. Any 2 of the above

2.2.3	Percentage of differently abled students (Divyangjan) on rolls
	
	    2.2.3.1. Number of differently abled students on rolls
	    Answer before DVV Verification : 3
	    Answer after DVV Verification: 1

2.6.3	Average pass percentage of Students
	
	    2.6.3.1. Total number of final year students who passed the examination conducted by Institution.
	    Answer before DVV Verification : 1656
	    Answer after DVV Verification: 311
	    2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution
	    Answer before DVV Verification : 1965
	    Answer after DVV Verification: 408

3.4.2	Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years
	
	    3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years
	    Answer before DVV Verification:
	<table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>1</td><td>3</td><td>2</td><td>3</td><td>2</td></tr></table>
	    Answer After DVV Verification :
	<table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>0</td><td>1</td><td>0</td><td>0</td><td>0</td></tr></table>

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

MoUs with ongoing activities to be considered)

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : No such relevant data found.

6.5.4	Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements

2. Academic Administrative Audit (AAA) and initiation of follow up action

3. Participation in NIRF

4. ISO Certification

5. NBA or any other quality audit

Answer before DVV Verification : B. Any 3 of the above
Answer After DVV Verification: C. Any 2 of the above

7.1.4	Percentage of annual lighting power requirements met through LED bulbs

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

Answer before DVV Verification : 5300
Answer after DVV Verification: 106
7.1.4.2. Annual lighting power requirement (in KWH)
Answer before DVV Verification : 36650
Answer after DVV Verification: 315

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 234
1.2	Number of self-financed Programs offered by college Answer before DVV Verification : 6
1.3	Number of new programmes introduced in the college during the last five years Answer before DVV Verification : 3
2.1	Number of students year-wise during the last five years Answer before DVV Verification: <table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>1273</td><td>1231</td><td>1233</td><td>1082</td><td>1029</td></tr></table>
2.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years Answer before DVV Verification: <table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>743</td><td>743</td><td>744</td><td>725</td><td>725</td></tr></table>
2.3	Number of outgoing / final year students year-wise during the last five years Answer before DVV Verification: <table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>408</td><td>408</td><td>379</td><td>376</td><td>394</td></tr></table>
2.4	Total number of outgoing / final year students Answer before DVV Verification : 1965
3.1	Number of teachers year-wise during the last five years Answer before DVV Verification: <table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>39</td><td>39</td><td>42</td><td>36</td><td>39</td></tr></table>
3.2	Number of full time teachers year-wise during the last five years Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
29	33	36	28	32

3.3	Number of sanctioned posts year-wise during the last five years Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
41	41	43	43	43

3.4	Total experience of full-time teachers Answer before DVV Verification : 273.08 years
3.5	Number of teachers recognized as guides during the last five years Answer before DVV Verification : 3
3.6	Number of full time teachers worked in the institution during the last 5 years Answer before DVV Verification : 44
4.1	Total number of classrooms and seminar halls Answer before DVV Verification : 23
4.2	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
143.8	141.83	153.89	128.01	133.13

4.3	Number of computers Answer before DVV Verification : 227
4.4	Unit cost of education including the salary component(INR in Lakhs) Answer before DVV Verification : 0.32917
4.5	Unit cost of education excluding the salary component(INR in Lakhs) Answer before DVV Verification : 0.11296