ACADEMIC AUDIT REPORT

(For 2024-25 and 2025-26)

Tirpude Institute of Management Education, Nagpur

(An Autonomous Institution affiliated to R T M Nagpur University, Nagpur)

Audit Date: January 14, 2026

EXECUTIVE SUMMARY

This academic audit report presents findings from the comprehensive institutional audit conducted at Tirpude Institute of Management Education, Nagpur (An autonomous institution affiliated to R T M Nagpur University, Nagpur. This report is based on the audit findings compiled from institutional records, faculty interaction, student engagement observations, visits to various facilities available which includes class rooms, labs and administrative process review conducted on January 14, 2026. The college demonstrates several areas of excellence alongside opportunities for systematic improvement in academic processes and governance.

1. INSTITUTIONAL PROFILE

1.1 Basic Information

- Year of Establishment: 1994
- Autonomous Status: Effective from 2024-25
- Accreditation Status:
    - NAAC Accreditation first cycle: Grade B++, 2.94 score - 2018
    - NAAC Accreditation Second cycle: Garde B, 2.33 score, 2023

1.2 Faculty & Research Profile

- Faculty Strength: 37 faculty members
- PhD Holders: 16 faculty members with Ph.D. qualifications
- Ongoing PhD Programs: 4 PhD candidates currently pursuing research
- Research Output: 20
- Journal Publications: 13

1.3 Programs offered

- Bachelor of Business Administration
- Bachelor of Commerce
- Bachelor of Science (Data Science)
- Bachelor of Science (Finance)
- Bachelor of Arts (Psychology)
- Bachelor of Arts (Economics)
- Master of Business Administration

1.4 Student Placements

- **Overall Placement:** A special cell for Training and Placement activities functioning. However, there is a scope for improvement in efforts for placement.
- **Programme wise Placements:** Placement record for PG program is satisfactory but placement data for UG programs was not presented.
- **Student Involvement:** Placement committee has representatives of students working as student coordinators.
- **Career Progression Data:** Records of students progressing for higher studies needs improvement.

2. STRENGTHS AND AREAS OF EXCELLENCE

2.1 Innovative Academic Practices

The college has demonstrated commendable initiative in developing innovative teaching-learning approaches:

- Activity-Based Learning: Integration of experiential learning methodologies in curriculum delivery
- Tirpude Industrial Readiness Exercise (TIRE): Specialized skill development program for industry preparedness
- Behavioural Learning Initiative: Programs designed to develop soft skills and professional conduct among students

2.2 Alumni Engagement

Excellent alumni involvement is evident in institutional activities. Alumni participation demonstrates strong institutional connections and community building.

2.3 Moral and cultural values/Development

The college has successfully integrated values education and Cultural development:

- Outreach Programs: Well-structured community engagement initiatives
- Social Responsibility: Blood donation drives, grain distribution, tree plantation activities
- Community Service: Food distribution, clothing distribution programs
- Welfare Activities: Regular visits to orphanages and vulnerable populations
- Values-Based Education: Focus on moral and cultural values among students

2.4 Information Dissemination

Good practice observed in information dissemination observed across all class rooms, labs, corridors etc. However following discrepancies have been noted:

- Institute vision and mission statements are not displayed on all floors
- Details of placement for the latest year are not updated
- Details of computers and equipment are not displayed in laboratories

3. GOVERNANCE

- The college has constituted all statutory bodies in line with the UGC regulations for Autonomous institutions and nominees of the affiliating university are part of the bodies.
- Frequency of meetings of Governing Body, Academic Council and Board/s of Studies is as per the norms prescribed by University Grants Commission.
- Records of meetings such as Notice and Agenda, Attendance, Minutes, etc. are available with the college.
- Academic Regulations related to various programs offered by the institute and examination related regulations are duly approved by competent authorities and are being ratified by the affiliating university as per UGC regulations.
- Examination time tables are displayed on Notice Board and official website of the college and are communicated to students as mentioned in the relevant regulation of the institute.
- Results are declared on time and a transparent mechanism for redressal of student grievance related to evaluation is effectively implemented. However, more order and discipline is recommended in maintenance of records related to student evaluation.

4. ACADEMICS

4.1 Student Enrolment: Enrolment of students is satisfactory except a couple of programs in the Faculty of Humanities

4.2 Curriculum Development: The institute adopts a career oriented and industry aligned approach in curriculum development. The standard guidelines of UGC for implementation of NEP 2020 has been followed.

4.3 Continuous Assessment: Practices related to continuous assessment of learners are innovative and performance based and are implemented in objective and transparent manner.

4.4 Curriculum Delivery: Classes are planned and conducted in an organized manner and student attendance records were available for inspection.

4.5 Outcome Based Education: Program Outcomes and Course Outcomes are well defined for each course. However, mechanism for measuring attainment of learning outcomes needs to be designed and effectively implemented.

5. FINDINGS AND CONCERNS

Finding: The institute follows reasonably good academic and administrative practices with focus on holistic development of learners. However, inconsistent documentation practices need urgent correction.

Issues Identified:

- Documentation and record keeping needs improvement
- File utilization showing discrepancies with proper formats not uniformly followed
- One-sided pages used for filing purpose
- Files not consistently updated or maintained
- Documents not signed by concerned faculty members
- No standardized procedure for project guide allocation
- Feedback collected only once per semester, with no structured analysis or corrective action
- Activity evaluation (e.g., Mind Quest) shows inconsistent scoring
- Course files are not standardized
- Data mismatches observed in certain records
- Absence of internal academic audits

4 Faculty Interaction

Issues Identified:

- Inconsistent financial support mechanisms and leave management procedures
- No clear methodology for financial support to faculty
- Maternity leave policies not explicitly defined
- PF (Provident Fund) deduction procedures unclear

5. KEY RECOMMENDATIONS

5.1 Immediate Actions (Within 15 days)

1. **Documentation Standardization:** Develop and circulate standardized formats for all academic and administrative records
2. **Faculty Notification:** Clearly communicate expectations regarding documentation, signatures, academic year tagging, and filing procedure
3. **Feedback Mechanism:** Implement a formal feedback collection, analysis, and corrective action framework with deadlines for corrective action documentation

5.2 Short-Term Actions (Within 1 Months)

1. Examination Cell Operationalization: Formally establish and activate the Examination Cell with clear TORs (Terms of Reference)

2. Policy Documentation: Develop and approve comprehensive policies for:
    a. Examination and assessment procedures
    b. Faculty leave and financial support
    c. Laboratory resource management
    d. Project evaluation and guide allocation
3. Training Programs: Conduct faculty and administrative staff orientation on new systems and procedures

5.3 Medium-Term Actions (Within 3 Months)

1. System Integration: Implement computerized audit trails and documentation systems for enhanced transparency
2. Quality Assurance: Establish IQAC-led monitoring mechanisms for policy compliance
3. Feedback Loops: Implement systematic feedback review and corrective action cycles
4. Laboratory Audit: Conduct comprehensive laboratory resource audit and develop management systems

5.4 Long-Term Actions (Ongoing)

1. Continuous Improvement: Regular review and updating of policies based on feedback and best practices
2. Accreditation Readiness: Prepare comprehensive documentation for next NAAC accreditation cycle
3. Stakeholder Engagement: Strengthen communication and involvement of all stakeholders in quality assurance processes

6. CONCLUSION

Tirpude College demonstrates strong commitment to academic excellence through its innovative teaching practices, commendable social responsibility initiatives, and faculty engagement. The college's autonomous status provides an opportunity to strengthen its academic governance and administrative systems.

The primary areas requiring attention are the standardization of documentation, formalization of academic procedures, and systematic implementation of feedback and corrective action mechanisms. With focused efforts on the recommendations outlined in this report, the institution can further enhance its academic quality and accreditation readiness.

The next NAAC accreditation cycle will provide an opportunity to showcase the improvements made in these areas. Immediate attention to the standardization of documentation and operationalization of key systems is essential to strengthen institutional effectiveness.

NAGPUR

14th January 2026

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