SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NSCT'S INSTITUTE OF MANAGEMENT SCIENCE, PIMPRI(BK)

AT POST - PIMPRI BK., PAYEET ROAD, TALUKA - KHED, DISTRICT - PUNE
410501
www.imspimpri.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nav Sahyadri Charitable Trust, Pune (NSCT, Pune) is a public charitable trust founded in 2006 with the aim to establish and conduct educational Institutions of various types. The motto of the Trust is **'Dnyana-Yadnyen Upasate'** meaning **'Some people worship god through the pursuit of knowledge for themselves and imparting knowledge to others around them.'**

In keeping with this motto, the trust has founded in 2009 an institute to provide quality education in management to those educated youths in an around Khed Tehsil which is remote and rural area. The purpose of the Trust's **'Institute of Management Science, Pimpri Bk. (IMS, Pimpri Bk.),** (Tal- Khed, Dist.-Pune, PIN-410 501) management institute is '**To provide all the possible best facilities in teaching and learning in the field of Business Management to its students to enable them to become model Managers, Executives, Entrepreneurs and also Mentors for the general public in future'.**

Vision

"Taking the technical and management education to the down trodden and rural masses and create the opportunities through their overall development."

Mission

Our mission is "To create and maintain an environment of high academic excellence for all the aspiring students, and create opportunities in global economy in the field of industry and entrepreneurship for the down trodden and rural masses that will prepare them to face global challenges, maintaining high ethical and moral standards."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Democratic, participative governance with representation of students, staff & faculty at various levels
2. Dedication of the members of Nav Sahyadri Charitable Trust and their families towards the mission and vision (expressing social gratitude through educational activities) and their caring gratitude towards the Institute , its staff and students
3. Institute results are consistently higher than average results of the affiliating University.
4. The well-qualified and experienced staff and the responsive, disciplined students of the college with various   potentials.
5. Organization of various workshops, seminars, conferences, Industrial visits & Study tours, extension and extracurricular activities throughout every academic year which are beneficial to both the staff and students.
6. Student centric functioning with the help of mentoring and student counselling.

7. The Present Infrastructure of the college- ICT enabled class rooms, and Conference Hall, Well equipped Language Lab., well-equipped library with E-Library for students & staff; fully Computerized College Office and Department of Examination, Green campus with adequate playgrounds, Indoor Sports Room etc.
8. Financial care for the students and the Staff by the Institute and the management –Scholarships and instalment facilities for payment of fees by needy students, awards and recognitions for the staff etc.
9. Curriculum enrichment through value added courses, contents beyond syllabus
10. Online Knowledge and content management System – **"www.learnerwiki.com"** as a free knowledge bank for the college students.
11. Mentorship system for the students
12. Decentralization and democracy in the administration of the Institute
13. Overall development of students through their participation in co-curricular & curricular activities

Institutional Weakness

1. Rising deficits because of rising costs every year and complying with the additional improvements demanded by the authorities.
2. Difficulties in placing (employing) students in core companies.
3. Mobilization of funds and resources are restricted due to limited revenue generation.
4. Weak educational and economic background of students, inability of many of them to pay the tuition fees, poor communication skills in English language and cultural backwardness of the families of many students opting for MBA education.
5. Less number of students opting for higher education such as M Phil, PhD etc.
6. Non grantable course fees are collected in instalments.
7. Less research publications in peer reviewed International Journals having high impact factor / IPR / Patents etc.
8. Training and Placement Cell and Competitive Examination Centre needs to be strengthened.

Institutional Opportunity

1. Separate Hostels for Girls and Boys and also staff quarters and Knowledge Centre.
2. To use more and more spare capabilities to generate additional financial and social resources
3. Additional MBA divisions and SHIFT System for working students.
4. Active alumni involvement in academic & placement activities.
5. Open University Centre for MBA course (OU) can be introduced for the working executives in Chakan Industrial area (MIDC).

Institutional Challenge

1. Lack of preference for Two years' M.B.A. course over the short term courses (One Year Diplomas) and hence the course strength is affected.
2. Rigidity of academic structure & curriculum as framed by SPPU, Pune
3. Declining trend in admissions for MBA program though out India and particularly in Maharashtra region possess the challenge to insure strategic steps in keeping with the present strength of intake for the coming years at our institute.

4. Reducing trend in Campus selection by corporate due to their own reasons.
5. Due to lack of Government grants Management Institutes like ours find it difficult to meet with the rising expenditure.
6. Difficulty in Coping up with rapidly changing technologies
7. Active E.D.C. (Entrepreneur Development Cell) with incubation centre for start-up culture needs to be established.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

NSCT's IMS, Pimpri Bk. is an MBA institute is approved by AICTE, New Delhi, Recognized by DTE, Government of Maharashtra and affiliated to Savitribai Phule Pune University, Pune (SPPU) (formerly University of Pune). The SPPU has developed appropriate need-based curriculum for MBA in consultation with experts. Based on the feedback from stakeholders, resulting in the development of relevant programs with flexibility, to suit the professional and personal needs of the students perusing management programs at different affiliated institutes. At institute level, the curriculum is effectively implemented. Inputs received from various stake holders help in providing academic flexibility and enriching the curriculum. The teachers regularly participate in seminars and workshops discussing syllabus topics. There is an effective feedback procedure to collect the feedback regarding curricular aspects from the various stake holders.

Teaching-learning and Evaluation

NSCT's IMS, Pimpri Bk. takes efforts to serve students from different socio economical back grounds and abilities, through effective teaching-learning experiences. Use of different teaching methods and aids, engage students in higher order of thinking and investigation. Although not a part of curriculum, it encourages our students for value added learning experience. Innovative teaching practices such as use of ICT allow students to learn at their own pace. The emphasis of Teaching-Learning is on fostering global competencies and inculcating value system among students. Teachers are trained to mentor students and to provide learner-centered education. They are also sent for faculty development programs, conferences, seminars etc. to improve their competencies. Latest summative and formative assessment techniques are used to evaluate attainment levels of student learning outcomes.

The Institute provides wide access to different learning experiences to the students of different socio-economic, cultural and educational backgrounds. The reserved category students are admitted in more numbers than the sanctioned intake. The teaching staffs at NSCT's IMS, Pimpri Bk. are all fully qualified as per AICTE and SPPU norms. Examination grievance redressal mechanism is effectively implemented at the institute. The Learning outcomes of all the Courses and Programs are identified and the students' attributes are assessed accordingly.

Research, Innovations and Extension

NSCT's IMS, Pimpri Bk. believes that research and education go hand in hand. The institute has signed SIX Memorandum of Understandings (MoUs). MoUs are active during the last five years. The College supports the Research & Extension activities and TWO of our faculty members are undertaking research reading to Ph.D. in

management. ONE of our faculties is research guide in management for PhD at SPPU, Pune. Similarly our staff members have published research papers during the last five years in ISBN/ISSN numbered journals and proceedings. The college faculty members have published research articles and text books in relevant subjects. **EIGHT** faculty members of this college have been awarded for their contributions for academic excellence. The institute always organizes extension activities to promote human values among our students. Due to initiatives in activities such as seminar, workshops ,start-up guidance, group discussions on moral, ethical, socio-cultural values among the students. Hence the institute has been awarded excellence in various fields for the last five years by NGO's and Social Organizations. Also, all these activities help to sensitize the students to understand the community issues, gender disparities and social inequity , inculcates values and commitments towards the society. The research and extension activities enable our students to face challenges that they may have to encounter in the corporate scenario

Infrastructure and Learning Resources

NSCT's IMS, Pimpri Bk. is well known among different stakeholders for the good quality education and its excellent performance in co-curricular and extracurricular activities. The college campus has ample space for all academic, administrative, co-curricular and extracurricular activities. The institute is well equipped with independent and ICT-enabled classrooms, laboratories, tutorial rooms, seminar hall etc. The institute ensures that the infrastructure in the institute is comfortable for physically challenged students. The students are insured under 'Unforeseen Calamity Scheme' introduced by the affiliating University. Students who need immediate financial help in case of any sort of mishap benefit from this. Our central library provides reference books, text books, non-technical books, periodicals and journals including e-learning resources. Library resources are made available to the students, with extended Library hours during examination periods. OPAC (Online Public Access Catalogue) is available on internet and accessible in the library. The maintenance and upkeep of the Institute infrastructure is regularly done.

Student Support and Progression

The institution publishes its updated prospectus annually and provides all the information regarding admission, various programs, student facilities and placement information. There are about 120 students from various backgrounds studying at the institute. The students receive financial assistance especially for SC/ST, OBC and economically weaker sections. NSCT's IMS, Pimpri Bk. motivates students to participate in various National & International extra and co-curricular activities. The students are supported and guided in preparing for the competitive exams such as MPSC/SET/NET etc. Counselling services are made available to the students through counsellor. Various cells like Training and Placement Cell, Grievance cell, ICC and Anti-ragging committees for student support and progression have also been established. The institution has a well - defined structured mechanism for career guidance and placement of its students. The students are guided and counselled in terms of their personal and career perspective through mentoring and counselling sessions. Remedial guidance sessions are conducted for low performing students. The institute encourages the students to participate in various events such as sports, cultural activities, environmental programs, gender issues etc. There is strong initiative to interact with alumni for their support and co-operation for the institute initiatives such as Centre of Excellence, start-up, Incubation centre guidance, student placement, college social functions, get-together etc. Continuous feedback is obtained from alumni, and other stakeholders regarding teaching-learning process, placements etc.

Governance, Leadership and Management

The vision of the college is to achieve excellence in Management education. Based on the Vision and Mission, the institute and inputs from various stakeholders, the academic and administrative policies of the institution has been drafted. The Governing Body, Local Managing Committee/College Development Counselling (LMC/CDC) gives general guidelines for appropriate governance to realize the vision and mission. The management provide effective academic leadership to the faculty by setting goals and involving them in participative decision-making to achieve the vision, mission and goals of the institute. Human resource, recruitment policies, procedures, rules & protocols are followed through the appropriate mechanism. The planning and allocation of the financial resources is done as per guidelines. There is transparency in these fields. The Internal and External Audits are conducted periodically. The director and teachers have adequate autonomy in academic and administrative decision making. The IQAC is founded to monitor and evaluate all academic and administrative processes and ensure that quality is initiated, promoted and sustained at every level of activity. The staff and student representatives and all other stakeholders of the college participate in framing policies and decision making at different levels at the institute. All quality improvement strategies are planned taking into consideration the feedbacks from all relevant stakeholders and deployed in a transparent and effective manner. Top management provides the necessary leadership, financial and administrative support to realize those policies.

The management recognizes the need for decentralization for the growth of the institute and accords autonomy commensurate with the level of management. The objectives of human resource management are focused on maximizing employee performance. Priority is given for recruitment of suitable competent faculty, training them to meet their teaching objectives, helping them realize their potential, rewarding high performing faculty etc. Quality enhancement strategies like participation in orientation programs, seminars, refresher courses, Faculty Development Programs, paper presentations in conferences, encouraging research etc. The management extends full support to enable such empowerment programs. In order to ensure continuous improvement of quality ,the institute has academic audits from government regulatory bodies like the affiliating University (SPPU), DTE, AICTE,

Institutional Values and Best Practices

Energy conservation initiatives pursued at NSCT's IMS, Pimpri Bk., is a mark of our commitment to nurture and sustain the environment. The institute has adopted several energy saving measures like switching off the lights, fans and electronic equipment when not in use, switching off the inverter of UPS system after office hours, use of LED bulbs etc. Rainwater harvesting is implemented with a strong desire to conserve water. Hazardous waste and e-waste are managed carefully. Sufficient plantation on the campus reduces carbon emission and keeps campus green and pollution free. Composting of organic waste is done efficiently. Institute promotes innovations in academics as well as in administration. Various other innovative measures have been undertaken such as counselling, yoga program, self-defence course (for ladies students).The institution also has celebrations in the memory of national heroes ,inclusion of human values and professional ethics in syllabic teaching etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NSCT'S INSTITUTE OF MANAGEMENT SCIENCE, PIMPRI(BK)
Address	At Post - Pimpri Bk., Payeet Road, Taluka - Khed, District - Pune
City	Pune
State	Maharashtra
Pin	410501
Website	www.imspimpri.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Gopinadhan Shreedharan	02135-278723	8999141828	02135-20348 3	imspimpri2017@gmail.com
IQAC / CIQA coordinator	Ranade Makarand	02135-278424	9822039212	02135-27872 5	tilekarsheetal@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	15-06-2009

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	Savitribai Phule Pune 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	04-04-2018	24	Extension of Approval from AICTE for the academic year

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

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Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	At Post - Pimpri Bk., Payeet Road, Taluka - Khed, District - Pune	Rural	1	2443

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**
PG	MBA,Management	24	UG	English	60	60

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				2				5
Recruited	0	0	0	0	2	0	0	2	3	2	0	5
Yet to Recruit				0				0				0
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				10
Recruited	6	4	0	10
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

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

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	0	0	1

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
PG	Male	79	1	0	0	80
	Female	35	0	0	0	35
	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	24	26	19	7
	Female	15	9	9	2
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	9	13	15	22
	Female	2	2	3	2
	Others	0	0	0	0
General	Male	43	47	56	70
	Female	16	13	7	7
	Others	0	0	0	0
Others	Male	4	4	5	2
	Female	1	0	0	1
	Others	0	0	0	0
Total		115	114	114	113

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Extended Profile

1 Program

1.1

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

Response: 7

File Description	Document
Institutional Data in Prescribed Format	View Document

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
115	114	114	113	111

File Description	Document
Institutional Data in Prescribed Format	View Document

2.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
35	23	35	17	23

File Description	Document
Institutional data in prescribed format	View Document

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2.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
55	54	54	53	51

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

3 Teachers

3.1

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

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

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

3.2

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

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

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

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 3

4.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
43.5	44.20	44.88	36.25	43.52

4.3

Number of computers

Response: 60

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:

At NSCT's IMS, Pimpri Bk. our aim is to develop a strong and effective curriculum delivery process, so that the students of our Institute could get better understanding of the subjects taught in 4 different semesters of MBA course. We also take a lot of initiatives to bring in live experiences to the students to make them socially responsible, when they complete their MBA.

SPPU, Pune has specific dates for the commencement and completion of the curriculum during each Academic Year. Our Institute is offering 6.67 hour of teaching per day for six days per week. Teaching is by expert faculties and evaluated by Programme coordinator and Director. Concurrent Internal Evaluation (CIE) includes writing of case study, format development (Letters, Research Reports) etc. Faculty members have academic liberty to incorporate innovative assessment practice in their courses such as Classroom Examinations, Online tests, Report writing, Writing the Minutes of Meetings, Open Book exams, Scrap Books preparation etc. The teachers and students together arrange Field work, Industrial visits, Film presentations, Start-up guidance and profiling, corporate interview, Role plays, Book reviews etc. under the Director's guidance. At IMS, Pimpri Bk. we give more emphasis to activities such as Seminars, Conferences, Placement Camps, EDP cell activities, start-up guidance, Soft skill development programs etc. to give confidence and competence to our students. During the first semester grouping of students based on learning ability is done. The slow learners are identified and special efforts such as mentor groups, extra sessions on difficult subjects, personal counselling and guidance sessions etc. are arranged. Industrial visits are organized to gain first-hand information on subjects like Supply Chain Management, operations Management, Information Technology, Production Management etc. Expert lectures are arranged by inviting HRD heads from leading industries to enlighten the students on practical aspects of Human management.

The Institute has well equipped Language lab, IT lab, Library and all teaching aids which are most utilized by students and teachers. The Director and Programme Coordinator work out a detailed plan for effective execution of the curriculum-such as the academic calendar, course allocation chart and the time tables for each class. IMS, Pimpri Bk is successfully attracts large number of students for admission to the MBA programme every year. We are able to place 60 to 70% of our MBA passing out students in leading corporates. Some of our students have become successful entrepreneurs by establishing their own enterprises. Many of our students and staff members have received awards from different organizations and institutions. The IMS, Pimpri Bk has been showing excellent results at MBA examinations year after year.

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

Response: 5

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

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

File Description	Document
Details of the certificate/Diploma programs	[View Document](#)

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

Response: 11.9

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

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

File Description	Document
Details of participation of teachers in various bodies	[View Document](#)

1.2 Academic Flexibility

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

Response: 0

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

File Description	Document
Details of the new courses introduced	[View Document](#)

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

Response: 100

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

Response: 1

File Description	Document
Name of the programs in which CBCS is implemented	[View Document](#)

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

Response: 69.63

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

2017-18	2016-17	2015-16	2014-15	2013-14
85	82	77	79	72

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 CBCS pattern syllabus of SPPU, Pune integrates subject likes Gender Issues, Environmental Management, Sustainability Management, Human rights, Values and professional ethics in its curriculum which are being taught and oriented to the MBA students. In order to highlight gender related issues among students we also organize seminars on the role of women in the development of society, workplace harassment, sexual harassment at workplace etc. The women's grievance committee at our institute is actively working to bring in gender equality in all the activities that the students undertake during the 2 year's stay and study at our institution.

The institute takes consistent efforts to integrate cross cutting issues like gender, climate change, environmental education, human rights, etc. into the curriculum.

1. **Gender issues:-**

The Gender issues are presented for study in the SPPU, Pune syllabus of MBA CBCS 2016-17 patterns as follows-

1. MBA Year	•	Subject Code	•
1. •		1.	1. Business, Government and Society
1. ○		1.	1. Women Entrepreneurship
1. ○		1.	1. Change Management
1. ○		1.	1. International Diversity Management

1. **Environment and Sustainability issues:-**

Environment and Sustainability issues are integrated into the curriculum in the following manner:

- **Environmental Awareness Education:** Generic Core Course "Managing for Sustainability" is offered during Semester IV and acts as the primary means of integrating climate change, environment and relevant issues into the curriculum. In A.Y. 2013-14 we organized a seminar on **Disaster Management.** National Seminar on **Green Marketing** was organized in AY 2015-16. Students are motivated to carry out ?Swatch Bharath Program to keep the environment clean and green. They have planted saplings in campus and are also involved in campus cleaning activities.

1. **Human Values and Professional Ethics issues:-**

Human Values and Professional Ethics issues are integrated into the curriculum in the following manner:

Human Rights: As per SPPU, Pune syllabus, education related Human Values and professional ethics is already a part of curriculum. We also celebrate 10 December as Human Right Day every year by arranging guest lecture on Human Rights by eminent personalities.

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

Response: 5

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

Response: 5

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 47.83

1.3.3.1 Number of students undertaking field projects or internships

Response: 55

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

1.4 Feedback System

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

Response: B.Any 3 of the above

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

Response: D. Feedback collected

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: 1.76

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	5	3	0

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: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
60	60	60	60	60

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

2017-18	2016-17	2015-16	2014-15	2013-14
60	60	60	60	60

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
35	23	35	17	23

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:

1. **The institution's pre- commencement assessment of the students' needs in terms of knowledge and skills:**

The Institute assess the students' needs in terms of knowledge and skills before the commencement of the programme in multiple ways viz;

1. Personal Interaction: The Director and teachers interact with each admitted student. Mentor teachers interact with the assigned students to assess their overall personalities.

2. Students Profiling: During the admission process, information about the personal background, family background, academic achievements, interests, hobbies etc. of students is collected to make their profiles.

3. Induction programme: At the induction programme, students are given information on all aspects including facilities and services available to them during their MBA course.

1. **The institution's process to identify and respond to special educational/learning needs of advanced learners:**

Advanced learners are identified by their past academic record, work experience, participation in co-curricular and extra-curricular activities during their graduation and school days.

1. They are Encouraged to lead in organizing, coordination and conducting of various events at the institute.

2. They are involved in real-life problem solving assignments with industries in association with the teacher- guides.

1. They are given opportunities to participate in Training programmes.

4. They are advised to take up courses leading to professional certifications during / after their MBA course.

1. **Learning Support to Slow Learners:** The institute did not have any slow learners admitted to the MBA programme till date. Special assistance is provided for students from **rural background**, in the following manner:

1. Students who are weak in English are provided special coaching in Communication Skills and Business English.

2. Course teachers share the learning / study material and they mentor such students individually and provide necessary support to cop up with difficulties if any in their studies.

1. **The strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge / Remedial / Add-on / Enrichment Courses, etc.) to enable them to cope with the programme of their choice:**

It has been observed that certain number of students lack in self-confidence due to poor social interaction skills. Initiatives such as personality development training, guest lectures and mentoring help them to develop their social skills and confidence. Specifically, the various initiatives to bridge the knowledge gap of the enrolled students are:

- **Bridge Courses:** Students are provided bridge courses for Aptitude Test, Business English Language, and Group Discussion as a part of the employability enhancement programme.

- **Proactive Initiatives**:

1. Courses such as Accounting for Business Decisions, Operations & Supply Chain Management are assigned additional lectures in the time table.

2. Learning material in the form of notes, power point presentations, newspaper clippings, etc. is shared by the course teachers in digital / traditional format.

3. Question banks are developed and shared with the students, along with Co-curricular & Extracurricular activities help to bridge the gaps.

- **Add-on / Enrichment Courses:** The institute encourages the faculty members to take up enrichment modules on advanced topics such as Advanced Excel, HR Analytics, awareness about Data Science, etc.

2.2.2 Student - Full time teacher ratio

Response: 115:8

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls	
File Description	**Document**
Institutional data in prescribed format	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

1. The course teachers act as facilitators and trainers. The course teachers make the entire learning effort more students centric by adopting variety of tools and techniques to deliver the sessions. The diverse pedagogical approaches ensure that there is an appropriate match between the teaching-learning approaches. Some of the tools deployed in the classroom include – presentations (individual / group), case study discussions, role plays, quizzes, etc. Similarly, course teachers conduct learning sessions in the IT LAB, Communication Lab as well as Library. Course teachers also direct the students to field based / experiential learning activities in the form of field work, group projects, committee activities, inter-collegiate competitions, interview techniques, personality development, IQ skill development etc. Independent learning is achieved through Online Courses, research papers, article (for wallpaper) writing, book reviews, etc.

An indicative list of interactive learning, collaborative learning and independent learning activities adopted by the course teachers is as below:

No.	Interactive Learning	Collaborative Learning	Independent L...
1.	Case Study	Group Projects	Self-Study Topi...
2.	Presentations	Group Activities	Research Papers...
3.	Special subject Seminars	Theme Board Activity	MOOCs
4.		Case Study Competitions (Team based)	Library Hour
5.	Guest Lectures	Role Plays	Home Assignm...
6.	Conferences / Workshops	E Week	Wall paper Arti...
7.	Industry Visits	-	Dissertations
8.	In-house Mentoring Sessions	Mock Interviews, Intergroup discussions	Self – Study Ski...
9.	Interaction with guest resource persons during various sessions	-	-

The support structure for organizing the above learning activities is available in the form of the well-equipped Library, IT Lab, 24X7 internet connectivity, network of alumni, physical infrastructure in the form of auditorium, gymnasium and open learning spaces in the campus, administrative and financial support.

Course teachers have the flexibility to identify session activities that promote interactive learning, collaborative learning and independent learning among the students.

Formal and informal feedback from the students and internal reviews of the effectiveness of various approaches further helps to fine-tune all the initiatives and make the entire system more students centric.

1. The institute has established an Internal Quality Assurance Cell (IQAC) in the AY 2018-19 as a precursor to assessment by NAAC.

The IQAC is presently the nodal body to look into all aspects of Quality Assurance (QA). The Faculty Committees in various functional areas have also contributed to the improvement in teaching – learning process.

The IQAC and the Faculty Committees have contributed to the improvement in teaching-learning process by way of the following suggestions / initiatives:

1. Inputs pertaining to appropriate choice of half credit electives.
2. Conceptualizing the CIE pattern and CRI items.
3. Concept notes for Half credit courses and CIE Items.
4. Guidelines for SIP and Dissertation.
5. Encouraging students to take up Online Courses.
6. Suggesting various innovative pedagogical approaches.
7. Delivering add-on / enrichment Courses.

The entire effort has helped to develop systems view of all the activities among the faculty.

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 8

File Description	Document
List of teachers (using ICT for teaching)	\underline{\text{View Document}} View Document

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

Response: 14.5

2.3.3.1 Number of mentors

Response: 8

2.3.4 Innovation and creativity in teaching-learning

Response:

1. **Innovation in teaching-learning**

   1. **Some innovative teaching approaches / methods adopted by the faculty at IMS, Pimpri are:**
      1. Management games.
      2. Project Based Learning.
      3. ICT based YouTube and other open source content.
      4. Role Plays & Group Discussions.
      5. Creative assignments as formative Assessment.
      6. Usage of industry databases.
      7. Select sessions in the Library.
      8. Incorporating aspects of research in the pedagogy.
      9. Book Reviews.
      10. Innovative usage of Economic, finance & Business Periodicals.

   1. **Some of the efforts to encourage faculty to adopt new and innovative approaches are:**

      1. Involving faculty in various academic & other committees.
      2. Organizing in-house workshops or FDPs by experts for developing teaching/training methods.
      3. Conscious effort to capture innovative practices.
      4. Interacting with industry professionals for exposure to current market trends.

   1. **Impact of innovative practices on student learning:**

1. Sensitization to the real-world aspects of management.
2. Better utilization of learning resources such as the IT Lab, Library, Newspapers, periodicals etc.
3. Enhancement in the business environment awareness of the learners.
4. Developing the creative thinking ability of learners.
5. Enhancing conceptual clarity amongst the learners.
6. Developing technology adoption and usage skills of learners.

1. **Nurturing creativity, critical thinking and scientific temper-**

We believe that critical thinking, creativity and scientific temper are important attributes of the managers, leaders, entrepreneurs and good citizens. These are nurtured amongst the learners through various initiatives, such as:

1. The case study method and problem solving method deployed in the classrooms promotes critical thinking and scientific temper.
2. Scientific temper is promoted through the dissertation course work.
3. During mentoring sessions and one-on-one counseling sessions mentors and faculty members often provide alternative perspectives to students to help them look at an issue from diverse view-points. This goes a long way in developing their critical thinking.
4. Seminars, conferences, book review activity, case study development initiatives also promote intellectual thought and critical thinking.
5. Students are encouraged to deliver presentations to develop systematic thinking, scientific temper and creativity in communication.
6. Quizzes, role plays, management games are used as pedagogical approaches by the teachers. These approaches help to nurture critical thinking as well as creativity amongst the students.
7. Committee activities, exhibitions, poster presentations, debates, extempore, film appreciation, blog writing, idea generation session etc. foster the creative aspect of student's personality.
8. Working on organizing seminars, conferences, workshops etc. also develops critical thinking and creativity. Students plan, prepare budgets, design backdrops & promotional material, invite resource persons, and co-ordinate various activities as a part of such events.
9. Industrial visits, study tours, expert talks, career guidance lectures, social projects etc. give the students a feel of the real world and challenge their notions.
10. Student committees focusing on cultural aspects, fine arts, music, dance etc. kindle the creative spirit of the students.
11. Exposure to social issues and socially responsible activities inculcate social awareness among the students and trigger critical thoughts about society, social development and the role of leaders, managers and entrepreneurs in society.
12. Students are motivated to participate in different competitions including University Level, Intercollegiate level and state level completions such as sports, cultural and skill based.

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)

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

Response: 38.06

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

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

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 8.88

2.4.3.1 Total experience of full-time teachers

Response: 71

File Description	Document
Any additional information	[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: 95.24

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

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

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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: 16.39

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

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

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

2.5 Evaluation Process and Reforms

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

Response:

1. **Evaluation reforms initiated by the Institute:**
   1. The institute has mapped the various CIE components to the Knowledge, Skills and Attitude dimensions of the student development.
   2. Course teachers are encouraged to use diverse set of CIE components, going beyond those stipulated by the SPPU.
   3. For full-credit courses, objective question banks have been prepared by course teachers.
   4. For half-credit courses, subjective & objective question banks have been prepared by course teachers.
   5. For full-credit courses, the term end examination is conducted by the Institute on the complete syllabus and is structured on the pattern of SPPU Examination.

Administrative reforms at University Examinations by the Institute on its Own: For smooth conduct of University exams, the institute has developed an internal squad of two faculty members for each semester examination.

1. **Monitoring the effective implementation of evaluation reforms by the Institute at the planning and execution stages-**
   1. **Planning:**
      1. The CIE pattern is discussed centrally by the course teacher with the course coordinator and the Director.
      2. Detailed inputs are provided to the students about the execution and evaluation of SIP & Dissertation and documented guidelines (in the form of notices for students) are circulated.
      3. The online examination and the written examination are within the purview of the SPPU for full credit courses. The SIP external viva-voce is also within the purview of the SPPU.

1. **Execution:**
   1. The Director, Academic committee co- ordinator & the Examinations Cell jointly monitor the timely execution of the CIE items, the declaration of marks, answer sheet sharing and subsequent academic inputs to the students.
   2. The Coordinator's meetings conducted periodically also aid in monitoring the CIE conduction process.

1. **Outcomes:**
   1. Fair chance for multi-dimensional evaluation of the learner is provided.
   2. The course teachers discuss the performance of the learners in the CIE and guide the learners on ways to improve the performance.
   3. If, in case, a learner has any grievance, he/she can directly approach the course teacher and get the issue resolved.

1. **Initiatives leading to enhanced rigor in internal assessment (Concurrent Internal Evaluation (CIE)/ Formative Evaluation):**

1. Mapping of Concurrent Internal Evaluation (CIE) components to Knowledge, Skills and Attitude dimensions of the development of the learner.
2. Linking Concurrent Internal Evaluation (CIE) to the nature of the course, the perceived difficulty level of the learner, and the intended predominant learning outcome from a course.
3. Preparation & sharing of subjective and objective question banks by individual course teacher.

1. **Initiatives leading to enhanced transparency in internal assessment (Concurrent Internal**

Evaluation (CIE)/ Formative Evaluation):

1. Distribution of CIE scripts to the students to help them review their performance with reference to the expected standards (model answers).
2. ERP system serves as a dashboard for the Course teacher and Director to map the teaching learning process and the Concurrent Internal Evaluation (CIE) progress.

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

Response:

1. **As per SPPU the assessment of student's performance are as follows:**
   1. 30% at the institute level through Concurrent Internal Evaluation (CIE)
   2. 20% at the SPPU level (online exam)
   3. 50% at SPPU level (end of the term)

1. **From 2016-17 on words, the SPPU has revised the evaluation pattern as under:**
   1. Course 304 (Summer Internship Project) was modified from a 6-credit course (150 marks) to a 4-credit course (100 marks).
   2. Course 402 (Dissertation) was modified from a 2-credit course (50 marks) to a 4-credit course (100 marks).
   3. For all full credit courses the online objective exam of 20 marks was based on 100% of the syllabus (all 5 units).
2. **Evaluation reforms initiated by the Institute to make assessment transparent and robust-**
   1. IMS has mapped the various CIE components to the Knowledge of the student development.
   2. For full-credit courses, objective question banks have been prepared by course teachers.
   3. For half-credit courses, subjective & objective question banks have been prepared by course teachers.
   4. For full-credit courses, the Term End Examination is conducted by the Institute on the complete syllabus and is structured on the pattern of SPPU Examination.
3. **Frequency and variety in Mechanism of internal assessment –**

The institute monitors the effective implementation of evaluation reforms at the planning, execution and outcomes stages-

1. **Planning:** The course coordinator to map the CIE to the Academic Calendar and ensure the feasibility of the multiple CIE patterns of all the course teachers.
2. **Execution:**

   1. The course teachers discuss indicative solutions with the students, wherever applicable.
   2. The Director, Academic committee coordinator & the Examinations Cell jointly monitor the timely

execution of the CIE items, the declaration of results, answer sheet sharing and subsequent academic inputs to the students.

3. Project guides and/or Director along with the coordinator of Training and Placement carry out visits to companies where students are pursuing their SIP.

1. **Outcomes:**

1. Fair chance for multi-dimensional evaluation of the learner is provided.
2. The course teachers discuss the performance of the learners in the CIE and guide the learners on ways to improve their performance.

1. **Improvements made in ensuring rigor and transparency in the internal assessment –**

1. Linking projects and field work based components of Concurrent Internal Evaluation (CIE) to employability of learners.
2. Preparation & sharing of subjective and objective question banks by individual course teacher.
3. Centralized planning and monitoring of the Concurrent Internal Evaluation (CIE).

Following initiatives have led to enhanced transparency in internal assessment (Concurrent Internal Evaluation (CIE)/ Formative Evaluation):

1. Distribution of CIE scripts to the students to help them review their performance with reference to the expected standards (model answers).
2. Timely sharing of the Concurrent Internal Evaluation (CIE) outcomes and active engagement of the student in the assessment.
3. ERP system serves as a dashboard for the Course teacher and Director to map the teaching learning process and the Concurrent Internal Evaluation (CIE) progress.

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

Response:

1. **Following are the initiatives undertaken at IMS to ensure transparency, time bound and efficient system of addressing grievances.**

Distribution of CIE scripts to the students to help them review their performance with reference to the expected standards (model answers).

Timely sharing of the Concurrent Internal Evaluation (CIE) outcomes and active engagement of the student in the assessment through the descriptive feedback on their learning.

1. The institute monitors the effective implementation of evaluation reforms at the planning, execution and outcomes stages-
    1. **Planning:**
    2. The academic calendar prepared for both terms (first term – Sem I and III, second term- sem II and IV) by the staff committee allots a specific period for Internal Exam of CIE pattern.This calendar is communicated to students at the beginning of every semester by notice on the institution's student's notice board.
    3. The course teacher has the liberty to structure the CIE as per his/her expert judgment and choice. The course teacher has the freedom to try out innovative methods of evaluation. The course teacher, based on his/her experience of the last cycle, modifies the CIE pattern for the next cycle.
    4. The CIE pattern is discussed centrally by the course teacher with the course coordinator and the Director. This discussion helps the course coordinator to map the CIE to the Academic Calendar and ensure the feasibility of the multiple CIE patterns of all the course teachers. The discussion also helps to ensure that across all the courses taken together there is enough variety and diversity in the CIE approaches.
    5. The doing (practical / field work / etc.) components are emphasized in the CIE for courses which are predominantly skill based.
    6. Detailed inputs are provided to the students about the execution and evaluation of SIP & Dissertation and documented guidelines (in the form of notices for students) are circulated.
    7. The online examination and the written examination are within the purview of the SPPU for full credit courses. The SIP external viva-voce is also within the purview of the SPPU.

1. **Execution:**

1. The course teachers discuss indicative solutions with the students, wherever applicable.
2. The Director, Academic committee coordinator & the Examinations Cell jointly monitor the timely execution of the CIE items, the declaration of marks, answer sheet sharing and subsequent academic inputs to the students.
3. The Coordinator's meetings conducted periodically also aid in monitoring the CIE conduction process.
4. Project guides and/or Director along with the coordinator of Training and Placement carry out visits to companies where students are pursuing their SIP to monitor the progress and to resolve issues if any.

1. **Outcomes:**

1. Fair chance for multi-dimensional evaluation of the learner is provided.
2. The course teachers discuss the performance of the learners in the CIE and guide the learners on ways to improve the performance.
3. If, in case, a learner has any grievance, he/she can directly approach the course teacher and get the issue resolved.

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

Response:

The Academic Calendar integrates the teaching-learning activities, Concurrent Internal Evaluation (CIE), co-curricular and extra-curricular activities, placements activities and Inputs Beyond The Curriculum (IBTC).

The need for value added inputs such as industry visits, domain seminars, etc. is also identified through a review of educational objectives as prescribed course syllabi. Teaching learning needs of the students, faculty feedback, employability enhancement needs as voiced by industry experts are dealt with during the LMC meetings.

This academic calendar has to be made by a senior teacher and approved in the staff committee meeting twice every academic year-

1. Applicable to MBA (PART-I) SEM I AND MBA (PART-II) SEM III for the period July to December every academic year
2. MBA (PART-I) SEM II AND MBA (PART-II) SEM IV for the period January to May every academic year.

This academic calendar is communicated as soon as it is approved in the staff committee meeting to various stakeholders in the following manner-

1. The teachers– Displayed on the Staff Notice Board in the Staffroom.
2. The students – Displayed on the Students Notice Boards in the Entrance Lobby of the Institute Building.
3. The Management (LMC/CDC)-The Director's Report to the LMC meeting.
4. To the University (SPPU) Authorities like LIC(Local Inquiry Committee).submitted at the time of LIC's visit.
5. The Director of The Institute – A copy of the every academic calendar is submitted to The Director.
6. The IQAC Cell Of The Institute – A copy of the every academic calendar is submitted to The Incharge of IQAC for record purpose.

Master list of Concurrent Internal Evaluation Items (CIE) segregated into various categories are prepared. The pattern of CIE for each course and division is defined by the course teachers and approved by the Director.

For the Concurrent Internal Evaluation Items (CIE), the course teachers prepare the question papers /

assignments / projects / presentation lists etc. Wherever evaluation is based on projects / presentations / field work / etc. the course teachers share it with the learners.

CIE patterns are also designed for courses such as Summer Internship Projects (SIP) and Dissertation. All the CIE patterns are shared with the learner's right at the beginning of the semester during the classroom sessions.

The scores / marks / grades of the learners for each CIE item are shared by the course teacher with the students, after the conduction of each CIE item. The CIE scripts are returned to the learners. Learners have an opportunity to interact with the course teachers and seek feedback on their performance in the CIE items. For certain courses, course teachers discuss model / indicative answers with the learners, after the conducting the CIE item.

All courses have a term end (Internal) examination as a vital component of the CIE. Some courses have the term end examination in the form of traditional exam. A few courses have it as a viva-voce, whereas a few others have practical exams.

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:

Programme Outcomes(PO) ofM.B.A. as found in its Degree Holders –

- **PO 1.** Management knowledge: They can apply the knowledge of Management fundamentals, and related sciences, a Management specialization to the solution of complex Management problems.
- **PO 2**. Problem analysis: They can Identify, formulate, research literature, and analyse complex Management problems reaching substantiated conclusions using first principles of Management & related sciences.
- **PO 3.** Design/development of solutions: They can design solutions for complex Management problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- **PO4**. Conduct investigations of complex problems: They can use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- **PO5**. Modern tool usage: They can create, select, and apply appropriate techniques, resources, and modern Management and IT tools including prediction and modelling to complex Management activities with an understanding of the limitations.
- **PO6**. The Manager and society: They can demonstrate empathetic social concern and equity cantered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

- **PO7.** Environment and sustainability: They understand the impact of the professional Management solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
- **PO8**. Ethics: They can apply ethical principles and commit to professional ethics and responsibilities and norms of the Management practice.
- **PO9**. Individual and team work: They function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
- **PO10**. Communication: They can communicate effectively on complex engineering activities with the Management community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
- **PO11**. Project management and finance: They can demonstrate knowledge and understanding of the Management and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
- **PO12**. Life-long learning: They can recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of changes in Management & Society.

Programme Specific Outcomes (PSOs) of M.B.A. as found in its Degree Holders -

Specifically the outcomes of the MBA Programme of the SSPU, Pune are:-

- **PSO1.** The students are equipped with requisite knowledge, skills insight &right attitude necessary to provide effective leadership in a global environment.
- **PSO2.** The students have developed competent management professional skills with strong ethical values, capable of assuming a pivotal role in various sectors of the Indian Economy &Society, aligned with the national priorities.
- **PSO3.** The students have developed proactive thinking so as to perform effectively in the dynamic socio-economic and business ecosystem.
- **PSO4.** The students harness entrepreneurial approach and skill sets.

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

Response:

- The institution monitors and ensures the achievement of learning outcomes in the following manner-

The institute and course teachers use assessment and evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning. The institution monitors and ensures the achievement of learning outcomes through tracking the following metrics:

1. Formative Assessment is an input to the course teacher about student performance and achievement of learning outcomes during the course delivery. The results of formative assessment are useful in planning extra sessions, extra assignments, sharing learning material in the form of notes, power

point presentations, deciding the strategy for term end examination etc.

1. Summative Assessment of a course is an indicator about the student performance and achievement of learning outcomes for the overall course. Preventive action for the current cycle is not possible because this is a post-facto indicator. However, the teaching-learning strategy for the next cycle and the assessment / evaluation methods for the next cycle are modified by the course teachers / Director.

1. At the institute level the student performance and achievement of learning outcomes indicators are used to judge the adequacy of academic provisions, policies, and procedures of the Institute, identify talent (faculty) requirements, and identify resource requirements and the overall academic culture of the institute. The steady average % of passing at around 72.62% for the last 4 consecutive years indicates robustness of the academic culture of the institute and therefore does not call for major re-alignment.

- The institution collects and analyzes data on student performance and learning outcomes and use it for planning and overcoming barriers of learning.-

For the learners of the MBA programme the most meaningful indicators of student performance are:

Academic Performance- is monitored through Result Analysis, carried out at various levels, viz.

1. Individual Course Level for
   1. Formative Evaluation - Concurrent Internal Evaluation (CIE).
   2. Summative Examination - Online Examination, University Examination.
2. Batch Level Analysis.
3. Toppers Analysis – Course wise, Specialization wise, Division Wise,
4. Drop Out Analysis.
5. Y-to-Y Analysis to understand trends.

The yearly statistics - as well as trends are put up to the College Development Committee(Old Name 'Local Managing Committee') for review and inputs.

The review is used for planning for the next cycle in the following ways:

1. Assigning more number of hours for a course.
2. Modifying the pedagogy for a course.
3. Modifying the assessment methods for a course.

4. Providing notes and other supplementary learning materials.
5. Dropping an elective and replacing it with another one (in a few cases).
6. Solving past question papers in the classroom.
7. Providing more practice tests.
8. Reducing the pace of teaching.
9. Providing beyond the syllabus inputs.

Performance in final placements is tracked through the number of interested students, number of offers received, pay packages, pre-placement offers, number of offers accepted etc.

2.6.3 Average pass percentage of Students

Response: 74.55

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

Response: 41

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

Response: 55

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: 3.97

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Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 12.5

3.1.2.1 Number of teachers recognised as research guides

Response: 1

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

Response: 0

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

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

Response: 19

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:

1. **The financial provisions made available to support student research projects by students-`**

So far, no IMS, Pimpri Bk. students had started any research project. But the institute and NSCT, the parent body will surely support financially if students undertake research projects. The institute will also reimburse the registration fees of students who attend external events that focus on research aspects.

1. **Interaction of various departments/units/staff of the institute in undertaking inter-disciplinary research-**

Though a single-department institute, IMS, Pimpri Bk. has teachers, students and research scholars who belonging to various management areas.

For student research, in the form of Summer Internship Projects & Dissertations, developing an inter-disciplinary approach is not always feasible as much of this research is from an industry perspective and is not explicitly inter-disciplinary in nature.

1. **Institutional policy for optimal use of various equipment and research facilities of the institution by its staff and students-**

Institute encourages optimal usage of various research facilities through:

- Periodic training sessions are conducted for students and faculty, for e.g.

1. Training session about use of statistical tools.
2. The course teacher's include research based components in the CIE scheme for the courses that they teach. This also helps in ensuring optimum use of research facilities.
3. Courses such as BRM, EADR, IADR, SIP, Dissertation, etc. involve usage of research resources.
4. Alumni of IMS, Pimpri Bk. , PhD scholars of IMS, Pimpri Bk. , use the Library facilities for their research work.
5. The institute can also provide free access to its library facilities to the PhD scholars pursuing doctoral research at other research centers if they apply.
6. The college has enough computer systems of latest version with internet
7. The college has been encouraging all the faculty members and students to utilize the resources provided by the management even after the college hours.
8. Centre of Excellence cell established by IMS, Pimpri Bk. conducts EDP programme and primarily plays four roles to help an individual to become an entrepreneur. The four major roles are stimulatory, supportive, sustaining and socio-economic roles. Short term and long term objectives motivates an individual to choose the entrepreneurship as a career and to prepare the person to exploit the market opportunities for own business successfully.

1. **The institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research-**

The institutional initiatives for creating an ecosystem that motivates faculty and students to undertake research are as follows:

1. Organizing conferences, seminars, on new and emerging subjects.
2. Workshops to understand research concepts & to master research tools
3. Support to faculty members pursuing PhD:

1. **The Institute's publication of research journal , (composition of the editorial board, publication policies and its listing in international database)**

IMS Pimpri publishes NSJMR with ISSN from the year 2014-15 and has 6- members Editorial Board. The board members (from top colleges and institutes) are constituted with the view to ensuring a wide locational spread and subject expertise, and also act as the reviewers for papers invited.

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

Response: 2

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

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

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

3.3 Research Publications and Awards

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

Response: 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

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

Response: 3.5

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 7

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 2

File Description	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: 3.69

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	6	15	5	0

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: 4.05

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

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2017-18	2016-17	2015-16	2014-15	2013-14
15	11	6	2	0

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:

1. The institution's promotion of – neighbourhood - community network and student engagement, contributing to good citizenship, service orientation and holistic development of students –

The institution orients students towards CSR initiatives right from the first semester (MBA-I) induction programme. Faculty & staff also contribute to the CSR initiatives.

1. Initiatives that focus on Local Community:

List of Social service activities by students during the last 5 Years

Sr. No	Academic Year	Name/Type of the social service activity	Date Progr
1	2013-14	Street Play on Andhashraddha Nirmulan	15/08/
2	2013-14	Rally on "Awareness of Gender Equality and Women's Empowerment" At Ladwad	29/11
3	2013-14	Student Rally on 'Anti Dowery' In Khed	20/02
4	2014-15	Gramswachta Abhinan, Pabal, Tal : Shirur, Pune	08/03/
5	2014-15	Tree Plantation at Rase	03/09
6	2015-16	Swachta Abhiyan, Pimpri BK, Khed, Pune	02/10
7	2015-16	Student Rally on 'save the girl' at Khed	22/01/
8	2016-17	Rally for Save Trees & Save Water At Pimpri BK	30/06/

9	2016-17	Student Rally On 'Beti Bachao Beti Phadho' At Khed	04/11/
10	2017-18	Yoga Day	21/06/
11	2017-18	Aids Awareness, Khed	01/12/

1. Initiatives that focus on Energy & Environment:

- Campaign to remove Plastic Waste – 26th January every year.
- Campaign of campus cleaning on – 15th August (Independence Day) every year.
- Tree plantation on IMS, Pimpri Bk, Pimpri campus.
- Guest Lecture on Rainwater Harvesting – March 2016.
- Guest Lecture on Disaster Management – Feb 2013.

1. Initiatives that focus on differently abled Individuals:

Visits to P.K School for special children Kadachiwadi, Chakan to donate learning material and to entertain the students of the schools. 2015-16

1. IMS Initiatives: Some of the extension programmes are planned in association with beneficiary organizations, NGOs, social organizations and Grampanchayats. The focus is to encourage, educate and motivate the students to participate in these initiatives.

1. Details on social surveys, research or extension work undertaken by the Institute to ensure social justice and empower students from under-privileged and vulnerable sections of society -

Removal of Plastic Waste (26 Jan. every year) The committee for Student Welfare and Activities   IMS, Pimpri made an attempt to create a plastic free environment. The students & Faculty members of committee club heartily participated in the initiative. Initially the students saw an audio – visual on the clean India campaign, followed by an oath taking ceremony. Then the students were allocated certain locations in the campus from where they collected the plastic waste. They were provided with hand gloves, masks and bags to collect the waste. Approximately 60 – 70 students participated in the event, making it a great success.

3.4.2 Number of awards and recognition received for extension activities from Government

/recognised bodies during the last five years

Response: 5

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

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

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)

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

Response: 20

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	4	4	3

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

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

Response: 82.13

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

wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
100	98	99	85	84

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

3.5 Collaboration

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

Response: 8

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

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

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

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

Response: 6

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

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

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution has adequate facilities for teaching – learning, viz., classrooms, and laboratories, computing equipment, etc. as per AICTE norms.

- **Classrooms**:

Particular	Room required as per Statuary Body	Area required as per Statuary Body	Rooms Available	Area	
Classroom	2	132 Sq.mtr.	Classroom: 1	100.31 Sq.mtr.	
			Classroom: 2	70.52 Sq.mtr.	
Tutorial Room	01	33 Sq.mtr	Tutorial Room-1	46.12 Sq.mtr.	
Tutorial Room	02	33 Sq. mtr	Tutorial Room-2	46.12 Sq.mtr.	

- **Laboratories** :

Particular	Area required	Area Available	Facilities	
Computer Centre	150 Sq.mtr.	185.26 Sq.mtr.	Computers :30 Printer :2 , Wi- Fi Connectivity, I Facility, License Software Windows 8, Seat arrangements for 60 students, back up facility	
Language Laboratory	-		Computers :10, Printer :1 , Wi- Fi Connectivity, I Facility, License Software Windows 8, Audio Vis Facility, Seating arrangements for 20 students, back facility	

- **Computing Equipment's:**

We have provided computing equipment in classrooms, seminar hall, computer center, language laboratory, digital library

Particular	Computing Equipment's
Classrooms - 2	Computer with LCD Projector, Wi – Fi & LAN Connectivity
Seminar Hall	Computer with LCD Projector, Wi – Fi & LAN Connectivity
Computer Center	Computers : 30 Printer :2 , Wi- Fi Connectivity, LAN Facility, License S server
Language Laboratory	Computers : 10 Printer :1 , Wi- Fi Connectivity, LAN Facility, License S Audio Visual Facility,
Digital Library	Computer: 5, , Wi- Fi Connectivity, LAN Facility, License Software Window

Other Facilities: we have provided other Infrastructure facilities as per AICTE norms:

- **Instructional Area:** Seminar Hall, Library & Reading Hall etc.

- **Administrative Area:** Director's Office, Board Room, Office all Inclusive, Faculty Rooms, Central Stores , Maintenance Room, Housekeeping, Pantry for staff/faculty common room, Examinations Control Office, Training & Placements Office etc.
- **Amenities Area:** Toilets (Ladies & Gents), Boys Common Room, Girls Common Room, Cafeteria, Stationary Store & Reprographics, First Aid Cum Sick Room, Gymnasium, (Ladies & Gents) etc.
- **Circulation Area:** Entrance Lobby, Passages, Staircases, Central Courtyard etc.
- **Other Facilities:** All – weather approach road (Motorized), Backup Electric Supply, Barrier free Environment, CCTV Security, ERP Software, Electric Supply, General Insurance, Group Insurance, Institution Web Site, Insurance for Students, Stand - Alone Language Laboratory, Medical & Counseling facility, Notice Boards, Public Announcement System, Potable Water Supply, Projectors in Classrooms, Safety Provision including fire and other calamities, Sewage Disposal System, Telephone Vehicle Parking Facility, Rain Water Harvesting, Appointment of Student Counselor, Anti - Ragging Committee, SC/ST Internal Complaint Committee (ICC) and Grievance Redressal Committee, Women's Grievance Redressal Committee etc.
- **Other infrastructure includes:** Playground, Lawn, and Front Garden etc.

All these facilities and amenities are available to staff, faculty and students.

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

Response:

1. **Sports, games (indoor, outdoor, yoga center etc.) :**

The Institute provides facilities for both indoor and outdoor games and sports. A sports day is conducted

every year where the students get the opportunity to display their sports talent. A spacious playground is available for outdoor games like Basketball, Volleyball, and Kho-Kho, Kabbadi etc. Indoor games and activities like Chess, Carom, yoga, fitness exercises etc., are provided to students in the college campus. Following are the facilities provided by the Institute in cooperation with the parent institution:

Outdoor Games details:

Sr. No	Facility	Area	Establishment Year	Us
1.	Volley Ball Court	18 m x 9 m		12
1.	Basket Ball	28m x 15m		18
1.	Kabaddi Court	13 m x 10 m	2014	16
1.	Kho-Kho Court	29 m x 16 m		18

*Approximate FigureP.D-Per Day

Indoor Games & yoga center facilities:

Indoor Games & yoga center is arranged in one big hall. Area: 134 sq.m

Sr. No.	Particular	Facilities	Establishment Year	
1.	Indoor Games	3 no of Chess Boards, 2 no of Carom Boards	2012-13	
1.	Yoga Center	Mats , Yoga Charts	2012-13	

*Approximate FigureP.D-Per Day

B) Cultural Activities:

 The Institute conducted Annual Day, a cultural fest, extra-curricular activities and cultural events such as fresher's function, farewell function, traditional days, Dandia in Navratri, Ragoli competition, Dahi Handi program, Ganesh Festival etc. every year. These programs are conducted for providing a platform for the students to perform their talents in various activities other than studies. Many of students take participation in cultural activities.

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

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Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 3

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)

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

Response: 28.1

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

2017-18	2016-17	2015-16	2014-15	2013-14
2.4	14.06	5.37	23.98	11.02

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The institute Library is fully automated and **Pollin Grain Software** is installed in the academic year 2013-14. We are using the latest version "**Pollin** Grain Software 2008".

Sr. No.	AY	Name of the ILMS software	Version	Nature of automation partially)	
1	2012-13	-	-	Partially	
2	2013-14	Pollen Grain Software	2012	Partially	
3	2014-15			Fully	

4	2015-16	Pollen Grain Software	2012	Fully	

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

Response:

IMS, Pimpri does have rare books, special reports or other knowledge resource in the library. We have been trying to get the all possible resources for the use of research scholars and the students from IMS Pimpri.

Item	Name of the book/manuscript	Name of the author	Name of the publisher	Num
Rare Books	20th Century (Encyclopedia) 1 – Title 20-Volumes	Taylor J.R.Roberts, J.M.Bullock	Purenell Reference Books	1
Rare Books	Bharatiya Sanskruti Kosh 1 - Title, 10- Volums	Mahadev Shastri Joshi	Bharatiya Sanskruti Kosh, Pune	1
Rare Books	Marathi Vishwa kosh 1 - Title, 10 - Volumes	Mahadev Shastri Joshi	Maharashtra Rajya Marathi Vishwakosh Mandal	1
Rare Books	Sarth Dnyaneshwari Prastavana	Sonopant Dandekar	V.K. Nulkar, Pune	1
Rare Books	Encyclopedia of Marketing 1 - Title, 6 - Volumes	Jagdish N Seth	Wiley International	1

4.2.3 Does the institution have the following:

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

Response: B. Any 3 of the above

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

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

Response: 4.48

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

2017-18	2016-17	2015-16	2014-15	2013-14
2.12	2.68	3.26	10.31	4.05

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)

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

Response: Yes

4.2.6 Percentage per day usage of library by teachers and students

Response: 28.23

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

Response: 35

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institute has IT Infrastructure more than what is stipulated by AICTE. The institute has a strategy to enhance the usage of digital infrastructure and digital tools in all aspects of its functioning.

1. New computers will replace old ones(if needed.)
2. Maintaining Wi-Fi connectivity and restricting unauthorized uses .
3. Upgrading the system configuration based on the lab requirement.
4. All the computers are monitored by system administrator regularly.
5. A complaint register is kept in the IT Lab, to raise any complaint regarding the computers and their peripherals from all the labs.
6. Introducing of new and open source software's, Cloud based applications.
7. The institute has a 25 Kv generator.

4.3.2 Student - Computer ratio

Response: 23:12

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

Response: 20-35 MBPS

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

Response: Yes

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

4.4 Maintenance of Campus Infrastructure

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

Response: 72.64

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

2017-18	2016-17	2015-16	2014-15	2013-14
23.63	40.28	35.94	27.70	27.42

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

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

Response:

The institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the institute-

- **Laboratories (Computer Center & Language Laboratory):**

Head of the computer department & Computer Lab Assistant is responsible for the maintenance and

upkeep of the Computer Center & Language Laboratory. Repair and Maintenance of PCs, Desktops, Laptops, Printers, LCDs, is carried out as and when repairs are required. The Director and head of the computer department ensure that all equipment's are in proper working condition throughout the academic year. For maintenance of computers we have appointed outside agency. Internet services & maintenance outdoor agency is appointed.

- **Library:**

The librarian is responsible for the maintenance and upkeep of the Library. Pest control and other relevant measures for library are regularly taken up.

- **Classrooms :**

Maintenance of furniture items and metal fixtures, plumbing, photocopiers, etc. is carried out by agencies identified by the parent body AMC (Annual Maintenance Contracted).For daily cleaning of classroom housekeeping staff is appointed.

Rules for Library, computer center, language laboratory, office timings

1. **Rules for Library Use**
   - Identity Card is compulsory for getting access to the library
   - Silence to be maintained
   - No personal belongings allowed inside the library
   - Textbooks, printed materials and issued books are not allowed to be taken inside the library
   - Cell phones are not allowed
   - Enter your name and Sign in the register kept at the entrance counter before entering library
   - Show the books and other materials which are being taken out of the library to the staff at the entrance counter.
   - The librarian may recall any book from any member at any time and the member shall return the same immediately.
   - Library borrower cards are not transferable. The borrower is responsible for the books borrowed on his/card.
   - Refreshment of any kind shall not be taken anywhere in the library premises

1. **Rules for Office Time: (On working days)**

Office Time: 10:00 am to 5:00 pm

Lunch Break: 1:00 pm to 1:30 pm

1. **Rules for Computer Lab**
   - Lab users must sign in and out of the lab.

- ○ No food, drink, or use of tobacco in any form is allowed in the lab
- ○ Turn off cellular phone devices
- ○ Maintain silence inside the lab.

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: 53.45

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

2017-18	2016-17	2015-16	2014-15	2013-14
84	81	51	53	35

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

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

Response: 13.33

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	5	10	20	33

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

5.1.3 Number of capability enhancement and development schemes –

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

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

Response: C. Any 5 of the above

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

Response: 17.48

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

2017-18	2016-17	2015-16	2014-15	2013-14
17	18	23	19	22

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: 13.59

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

2017-18	2016-17	2015-16	2014-15	2013-14
22	18	16	10	12

File Description	Document
Details of the students benifitted by VET	[View Document](#)

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

Response: Yes

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File Description	Document
Details of student grievances including sexual harassment and ragging cases	<u>View Document</u>

5.2 Student Progression

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

Response: 56.83

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

2017-18	2016-17	2015-16	2014-15	2013-14
34	33	31	28	26

File Description	Document
Details of student placement during the last five years	<u>View Document</u>

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

Response: 19.64

5.2.2.1 Number of outgoing students progressing to higher education

Response: 11

File Description	Document
Details of student progression to higher education	<u>View Document</u>

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

Response: 0

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

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

2017-18	2016-17	2015-16	2014-15	2013-14
60	60	60	60	60

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

5.3 Student Participation and Activities

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	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](#)

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

Response:

1. Details on the Student Council of the institution (its selection, constitution, activities and funding.) Yes, the Institute has formed a Student Council as per section 40 (2) (b) of the Maharashtra Universities act, 1994. Its constitution is as follows:

Total 9 Members of which 5 are student member.

Parameters for selection/ nomination of a Student on Council are academic excellence, active Class / Events participation and Analytical skills.

The Council makes recommendations to the appropriate authorities in respect of any matter affecting the welfare of the students. Funding is provided by institute. Through these Council Members, the Institute involves its students in organizing and conducting various co-curricular, curricular, and extra-curricular activities. On various Institute committees, the faculty and student council members coordinate. The Institute also provides adequate funding for various activities organized by the councils like –

1. Special guidance schemes under student welfare committee.
2. Personality development scheme of the Institute.
3. Cooperating with the authorities in creating healthy, inspiring, and peaceful and pro-educational atmosphere in the campus.
4. Maintaining discipline and enhance the public image of the Institute by their own actions and to motivate other students to do the same.
5. Helping the various Institute committees in conducting various sports, cultural and other activities etc. throughout the academic year.
6. To bring and put up problems or difficulties of the students to the attention of the authorities for their solutions.

In the beginning of every academic year the Institute forms the student council under the guidance of the Director.

1. Details of various academic and administrative bodies that have student representatives on them.

There are 8 committees with student representatives at IMS. The student's representatives help to manage and conduct activities of various committees, under the guidance of one or more teachers from each committee.

Sr No.	Name of the committee	Total number of members	Total numb representatives
1	Student Council	9	5
2	Student Welfare and Activity Committee	7	2
3	Library Committee	5	2
4	Women's Grievance and Redressal Cell	5	2
5	Anti-Ragging Committee	5	1
6	Grievance Redressal Committee	5	1
7	Training, Placement and Career Guidance Committee	5	2

8	Student Mentoring, Guidance and Counseling Committee	7	2	

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

Response: 16

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	17	15	12	21

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

5.4 Alumni Engagement

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

Response:

1. Institution's Alumni Association - its activities and major contributions for institutional, academic and infrastructure development –

Up to the AY 2017-18, the Alumni Association Of the Institute was not registered and so the association's work was in an informal manner . It is registered with Charity Commissioner now. The alumni either individually visited the institute at their suitable time during the AY or collectively came together at the time of the students' annual gathering every year. At that time, they used to hold informal meets with both the faculty and the current students. They could not collect any financial contribution among themselves to help the institute. But they contributed to the institution's development in the following ways –

1. Contributions of the Alumni for Institutional Development: Alumni contribute to the activities at the institute in various ways. Alumni are invited guest for Seminars, judges for student awards and competitions at institute's intercollegiate event. They handhold students for organizing

intercollegiate events promote professional networking, provide referral admissions, etc.

2. Contributions of the Alumni for Academic Development: The alumni provide inputs and suggestions with regards to the syllabus, teaching, practice learning, co – curricular activities of the overall programme. Alumni interact with incoming student batch during Semester-I Induction programme . Alumni also provide suggestions about the Curriculum, deliver additional inputs, guest lectures, student Placements, get involved in grooming students for final placements, etc.

3. Contributions of the Alumni for Infrastructure Development: The institute expects Alumni to contribute for mentoring, guiding and coaching students, skill development activities, networking, and devote time with current batches for developing institute's infrastructure.

- Institute conducts alumni meet every year.
- Institute has alumni data base.
- Institute invites alumni to give guest lectures and interact with students to enhance the knowledge & skills of the students.
- Alumni association helps by giving suggestions for improving library facilities, computer lab facilities and financial aids to students.
- Alumni Feedback on various parameters related to the college is taken.
- Alumni supports the Institute's placement activities for the students.

1. The Institution mechanism of network and collaboration with the Alumni of.

The Institute networks and collaborates with the alumni in the following manner:

1. Various alumni engagement activities to strengthen the Alumni - Institute connect.
2. Formal meetings of the "IMS, Pimpri Bk. Alumni Association (IMSPAA)."
3. Seeking their expertise and professional services for guest lecturers & career guidance.
4. Inviting them for interaction with the incoming batch of students during the MBA I induction programme.
5. Inviting them as resource persons on I Day.
6. Reaching out to them for summer as well as final placement of students.
7. Guiding alumni in their entrepreneurial ventures.
8. Nominating them on IQAC.
9. Offering them career options with IMS, Pimpri Bk..
10. The members of Governing Body, the Director, and the senior faculty members participate in the annual alumni meetings on invitation and offer their support for the development of the association.

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

Response: <1 Lakh

File Description	Document
Alumni association audited statements	[View Document](#)

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

Response: 5

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

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

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	[View Document](#)

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:

1. **Vision and Mission statement**

   1. **Vision Statement :**

"Taking the technical and management education to the down trodden and rural masses and creates the opportunities through their overall development."

   1. **Mission Statement :**

Our mission is "to create and maintain an environment of high academic excellence for all the aspiring students, and create opportunities in global economy in the field of industry and entrepreneurship for the down trodden and rural masses that will prepare them to face global challenges, maintaining high ethical and moral standards."

   1. **The academic leadership provided to the faculty by the top management-**

The Top Management has provided academic and administrative leadership to the Institute's Director who intern along with departmental heads and faculty members define the strategies involved for leading the institution to one of the much sought after MBA College in Pune.

   1. **The Institute groom leadership at various levels –**

The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution. For this purpose of achieving effective leadership, the institute grooms leadership at various levels (e.g. the faculty, non-teaching staff, & students).

Involvement of the leadership in ensuring the policy statements and action plans for fulfillment of the stated mission:

The Local Managing Committee (LMC) is the highest policy making body of the institute and ensures that the policy statements and action plans are formulated and executed to attain the stated mission. The management of the Institution has a long term vision for both academics and administration. The LMC always stands for transparency and pragmatism in improving the quality of the institution. The management also promotes research activities among its faculty and encourages entrepreneurship among its students.

Operational policies are evolved by the Director through appropriate bottom-up and top-down consultations with the LMC, Staff, Faculty and other stake holders. The Director motivates the faculty & staff to ensure the realization of the quality objectives related to the stated mission.

To ensure this, the institution has the required infra, intellectual resources and the goodwill of the society. Nevertheless, different committees of the institution meet regularly and discuss with the Director on the implementation of the policies and effectiveness of the programmes implemented by the faculty. All the committees that actively operate in the Institution endorse to fulfill the mission of the organization.

6.1.2 The institution practices decentralization and participative management

Response:

The institute fosters decentralized and participative governance with various participation levels-

1. Participative management involves Local Managing Committee, Director, Staff and Students and they are involved in the policy formulation ,budgeting and execution for planning and conducting programs and events under various committees.

1. At regular intervals the internal committees meet to review and monitor the execution of their planned work, problem solving etc. referring to students, external resource persons, for organizing functions and events.

1. Student participation is ensured through Class Representatives, Students Council, various committees and their activities etc. Student Representatives communicate the decisions taken by LMC, the Director and Committees to the student body.

At the top in the Internal Governance is the LMC which, among its various sanctioning and approving functions, also sanctions the yearly budget and the yearly Auditor's report as presented by the Director and Staff Representatives.

The Director is Ex-officio Chairman of all internal committees under him. But each Committee's Activity Planning and Executions is looked after by a Prof. In-Charge & his colleague- Members of the Respective Committee. There are also Student Representatives as Member's on various Committees. Each Committee has operational autonomy to define its internal planning within the Institute's policy. At the lowest level, The Committee may appeal for & get co-operation and help from all the Staff Members as well as Students (communicated through their representatives for the class, on committees and Student Council.)

At the first Staff Meeting of AY, various Staff members are allotted to different committees as members and Committee – In-charges. They are also informed about the sanctioned Budget for the Expenses of each committee, so that they should plan the Committee Activities within that Budget. Then each committee plans its year – around Activities for the current AY and executes them till the AY ends.

An example of the above is IMS's 2013-14 annual Social gathering which was planned and executed as follows:

1. The amount was allotted for 2013-14 Annual Social Gathering in the IMS's Annual Budget which was sanctioned in the LMC meeting.
2. In the first staff meeting of AY 2013-14, the Students' Welfare Committee was formed which had responsibility of planning and executing the Annual Social Gathering.
3. In its first meeting, this Committee discussed the overall planning of the Activities (with their budget) to be conducted during the year.
4. The committee planned to include the following Activities and budgeted items for the Annual Social Gathering-(1) the dates for the event, (2) the selection of the Chief Guest for prize distribution (3) The sports, and cultural competitions, (4) The Budgeted expenses for invitations, photographs, refreshment, flowers etc.

The above gathering-related planned activities were successfully conducted later during 21st to 25th Jan. 2014 and included in Committee In-Charge's report to The Director for the academic year 2013-14.

6.2 Strategy Development and Deployment

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

Response:

The Institute strives in achieving high standards for teaching, and development of the student by encouraging its staff to work as a team and to update their knowledge and skills to meet any problems in the field successfully.

The policy making & budget approvals, recruitments, perspective plans, academic reviews etc. are the prerogatives of the LMC. Operational decision making is within the purview of the Director. Teachers In -charge of various internal committees propose their committees' plans during the academic year and the same are supervised by the Director. The Staff is involved in various internal decisions through various committees . Students are involved as representative on important internal committees.

If any important problem raises suddenly , the LMC/CDC, the Director and the relevant internal committee act immediately and adequately till the problem is solved . For example a particular and sudden demand by the students is first handled by the related committee (in which the students are represented) ,which notifies the further necessary action to the Director . If the problem is beyond the Directors solution , he reports to the LMC/CDC and then the LMC/CDC takes the final decision ,which is implemented through the Director and the relevant committee .

An example of this strategic deployment for a successful problem solution is the need for additional books in library in response to the sudden demand by the students and the staff (because of the Syllabus change in 2013-14) in AY 2013-14 and 2014-15.Both the students and the staff in the beginning of 2013-14 approached the library first with their demand for new text books and reference books. As the demand was genuine, the library committee called its meeting immediately and decided that the director should convey the demand and the need for action to the LMC/CDC. The LMC/CDC also considered the demand with due seriousness and understanding .It immediately made an extra provision of budget . After its sanction , the institute (Through the Purchase Committee) started to purchase additional books for the library .

The Institute's perspective plan for development is made to meet the expectations of its stakeholders. It keeps in mind development and quality assurance. The various performance indicators like pass percentage, research, placements, achievements in co - curricular activities of students and the achievements of the faculty are analyzed and reviewed from time to time. A substantial budget allocation for the purpose is assured as a part of the development plan. The aspects to be included in the perspective plan are drawn from internal committees. The LMC/CDC in turn may suggest its own addition, it also ratifies expenditure and approves the new budget and development proposals.

Perspective plans for the period up to AY 2022-23

- Continuous academic development

- NAAC Accreditation
- University's Permanent Affiliation
- Tie – up with professional associations
- Tie – up with reputed national and international management institutions
- More MoUs with Industries
- MBA additional Division and Second Shift
- Get UGC recognition for 2(f) & 12(b)

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:

The Director is the head of the institute. A staff committee which includes all faculty gives suggestion to the Director on all academic matters as well as on the maintenance of discipline. The management representatives visit frequently and discuss the issues related to institute's development, administration, appointment and infrastructural needs. The Director and faculty provide information and suggestions regarding academic and infrastructural development with the Local Management Committee (LMC) / College Development Committee (CDC). In the meeting of CDC the responsibilities are defined and communicated to the staff through the Director. The Director communicates the responsibilities to faculty and chairman/ coordinator of various committees. The decisions and policies related to students welfare, academic as well as co-curricular activities , are mutually discussed by the committees, and decisions are immediately taken and implemented for the benefit of the students. Faculty members conduct various development activities including seminars, workshops, industrial visits for the direct development of the students, and report to the Director The institute has grievance redressal mechanism. Internal Complaints Committee is also functional. All the procedures, rules and regulations related to recruitment, promotional policies as well as grievance redressal mechanism are well defined and are maintained at the institute and IQAC office.

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All 5 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:

Every year institute purchase library books as per AICTE norms and University local enquiry committee requirement .But in 2013 University has changed M.B.A. curriculum. There was a need of purchasing books as per the new syllabus requirement. Institute purchased library books as per new syllabus in the year 2013-14 and 2014-15. The Chairman of NSCT advised the Director to prepare a proposal to enhance the library facilities and place it before the LMC.

The Director asked the student council and student representatives in the library committee, the library committee and the staff for proper recommendation to be placed before the LMC. Deliberations were made by the library committee in consultation with teachers teaching different subjects at MBA –I and MBA –II.

LMC meeting was held and discussed the library demand proposal in detail as it involved huge additional expenditure. Few LMC members raised doubts on getting the proposal sanctioned by the top management. The proposal was finally recommended by LMC and thus send to top management.

The Chairman has communicated his willingness to agree to the proposal. However he asked the Director to monitor the purchases so as to minimize the expenditure. The Director accordingly called a joint meeting of purchase committee and the library committee & decided to go about to acquire the books & journals suggested by the students and recommended by subject teachers. Also a number of cupboards and fabricated shelves were also ordered.

Thus within a short period of less than 2 months the institution was able to fulfill the demand for more number of books including reference books from students and teachers.

The books so received by the library were registered and stored in the new cupboards and shelves which were subsequently issued to students and teachers both for reference as well as borrowing.

An exemplary example of speedy process of planning and execution at IMS , Pimpri Bk.

6.3 Faculty Empowerment Strategies

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

Response:

The following welfare schemes are available for members of the teaching and non-teaching staff:

1. All employees have an EPF account with contributions from the employee as well as employer as

per government rules. Even employees exceeding the statutory ceiling for EPF scheme are provided EPF.

2. All eligible employees will benefit from this scheme.

Beyond the above statutory welfare schemes, the parent body (NSCT) offers the following welfare schemes (support) for teaching and non-teaching staff:

1. Financial waiver / concession / instalment facility is provided to employees of IMS, Pimpri for paying the tuition fees of their wards who are admitted to the academic programme/s at the Institute.
2. Institute provides health and wellness facility and organizes activities such as yoga sessions, Gymnasium, variety entertainment programmes etc.
3. Duty leave is provided for University examination work, participation in seminars, workshops and conferences under University QIP.
4. Reimbursement of registration fees for seminars and conferences for which the teacher has been deputed.
5. Institute subsidizes picnics and outbound programmes for teaching and non-teaching staff.

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: 34.17

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	5	3	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	[View Document](#)

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

Response: 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

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

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

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

Response: 0

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

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

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document](#)

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

Response:

1. The Institutions performance appraisal system for the teaching & non-teaching-staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The institute maintains the service record of every staff member and also has standard performance appraisal forms for them. The format is comprehensive and captures factual data about various aspects regarding roles and responsibilities. Performance appraisal of staff members is carried out annually. There is one-on-one discussion between the Director and appraisee. Areas of improvement and training needs are

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identified. Performance is assessed by the Director and reviewed every year.

1. Outcome of the review of the performance appraisal reports by the management, and the major decisions taken, and their communication to the respective staff members –

When the management of the Institute reviews the performance appraisal reports of the teaching and non – teaching staff, it may take one or more of the following decisions.

1. Regularizing / discontinuing of staff after probation.
2. Reappointment (for tenured appointments).
3. Regular Annual Increments.
4. Counseling of poor and weak performers.
5. Warning poor performers through memos (in extreme situations).
6. Assigning additional responsibility and modification in workload.
7. Internal re-structuring and reallocation of tasks / roles / responsibilities.
8. Identification of training needs.
9. Permission and support for professional development.
10. Appreciating the high performers through letter(s) of appreciation.

Some of these decisions are within the purview of the Director, whereas a few other decisions are initiated in consultation with the Management during LMC/CDC meetings.

The organizational changes based on performance review are communicated to the concerned stakeholders through personal discussions, letters, memos, faculty meetings, notices, circulars, etc.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute has established mechanism for conducting internal and external audits every financial year to ensure financial compliance. The internal audit is carried out by qualified and experienced persons appointed by the Parent Body (NSCT) on a six – monthly basis.

Statutory Financial audits are conducted by an expert external auditor (appointed by the Parent Body - NSCT) every financial year and observations if any are reviewed by the management and acted upon. Generally statutory financial audit is conducted in the month of May / June for the period of April to

March. Finalization of accounts is completed in May and audited statements are prepared in June duly signed by the Director and the Chartered Accountant.(Auditor)

The last statutory audit for Financial Year 2016-17 was carried out by the external auditor on 20th June 2016. There were no audit objections or remarks.

Sr No.	Particulars	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	A
1	Internal Audit 1	Oct-Nov 2013	Oct-Nov 2014	Oct-Nov 2015	Oct-Nov 2016	C
2	Audit Objections for Internal Audit 1	00	00	00	00	0
3	Internal Audit 2	April 2014	April 2015	April 2016	April 2017	A
4	Audit Objections for Internal Audit 2	00	00	00	00	0
5	Statutory Audit by the external auditor	4 May 2014	27 May 2015	20 June 2016	30 June 2017	3
6	Audit Objections for Statutory Audit	00	00	00	00	0
7	Remarks in Statutory Audit by external auditor	00	00	00	00	0

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

Response: 0

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

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

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

Response:

1. The Institution's major sources of receipts/funding and its policy to manage deficits –

The major sources of institutional receipts are MBA Student's tuition fees and development fees.

Other sources of institutional receipts are:

1. Tuition fees
2. Quality improvement programme grants (QIP) from SPPU, ICSSR, District Sport Authority, for seminar, equipment, gymnasium hall construction etc.
3. Other fee such as Development Fees, Seminar Fees etc. revenue generated from activities such as - Registrations for events (conferences / seminars) organized by the Institute
4. Interest on bank accounts of the Institute, etc.

Scholarship and Free ships to the students from the government are periodically received and the share of tuition fees and other fees get deposited in the bank account of the institute. The reserve funds are maintained by the Parent Body as per the SPPU, DTE and AICTE norms. Any shortfall/deficit is bridged by the parent body.(NSCT)

1. The Institution's mechanism to monitor effective and efficient use of available financial resources –

The Institute has laid down procedures to ensure effective and optimal utilization of financial resources for academic, administrative and development purposes. The Director reports to the Managing Trustee / Chairman. The Director evolves policies, practices and procedures for the accounts function, oversees statutory compliances and relevant activities and guides the accounts function at the institute level.

Projected Monthly Cash flow statements are prepared by the accountant. The same are monitored by the Director and Internal Auditor. Any shortfall is bridged by the Parent body on a temporary basis. Fees are decided by the Shikshan Shulka Samiti (SSS) / Fees Regulating Authority (FRA) of the state government Fees from students are collected accordingly.

Accounts section monitors the fees outstanding in any. Receivables from Samaj Kalyan are also monitored. Except for student activities, placement activities and minor consumables / maintenance expenses, cash expenses are discouraged. Statutory compliances such as EPF, PT, and TDS are ensured by the accounts department as a matter of routine activity.

Budget utilization is periodically reviewed by the management and corrective measures are initiated, if required.

1. Details on the efforts made by the institution in securing additional funding and the utilization of the same –

A revenue of Rs 20,57,303/- was generated through SPPU grants over the last Five (2013- 14 to 2017-18) years. These grants are sanctioned and disbursed by the sponsoring agency for a specific purpose such as:

1. National / State Level Conferences / Seminars (BCUD, SPPU)
2. Quality Improvement Programmes (BCUD, SSPU)

Since these grants are end use specific grants they are utilized for the same purpose as per the guidelines of the sponsoring agency. The end use is audited and utilization certificate is obtained after submission of audit of accounts.

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:

1. Establishment of an Internal Quality Assurance Cell (IQAC) in the Institution in AY 2017 – 18 (the institutional policy with regard to quality assurance and its contribution in institutionalizing the quality assurance processes)

Yes, the Institute has established an Internal Quality Assurance Cell (IQAC) in the AY 2017-18 as a precursor to assessment by NAAC.

The institute has a well-defined Quality Assurance Policy since its inception in 2009 and it is related to the preservation and continuation of the Institute's Vision and Mission, as well as to compliances to the policies of SPPU, DTE (Govt. Of Maharashtra) and AICTE.

The LMC of the institute in its regular meetings (twice per year) receives reports from the Director about various institutional activities, discuss them and makes suggestions if required about the overall

maintenance and enhancement of Quality.

The LMC has contributed in maintaining Quality Assurance processes through:

1. Involvement of the committees In - charge in quality initiatives through the LMC meetings.
2. Establishing clearly defined & communicated Quality Objectives for all key internal committees.
3. Establishing Standard Documented Procedures, Forms & Formats, Checklists, etc.
4. Ensuring Continual Improvement through mechanism of Corrective & Preventive Actions.
5. Assuring Quality a responsibility of everyone in the organization.

The composition of the IQAC of NSCT's IMS, Pimpri Bk:

Sr. No.	Designation
1	Chairman (Director of Institute)
2	IQAC Coordinator
3	Member / Management Representative
4	Member/ (Assistant Co-Ordinator)
5	Member / Administration Representative
6	Member / Administration Representative
7	Member / Faculty Representative
8	Member / Faculty Representative
9	Member / Faculty Representative
10	Member / Faculty Representative
11	Member / Faculty Representative
12	Member / Student Representative
13	Member / Student Representative
14	Member / Alumni
15	Member / Alumni
16	Representative from NGO
17	Industry Expert
18	Social Activist

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1. The following decisions/recommendations of the IQAC have been approved by the management / authorities for implementation and many of them are being actually implemented.

The management, of IMS, Pimpri Bk. strongly believes in quality-oriented instruction and continuous quality enhancement as stated in its vision and the mission. Hence, all the following decisions taken by Internal Quality Assurance Cell (since A.Y. 2017-18) of the Institute have been approved by the management (LMC) and implemented in the Institute.

1. To instruct the Director for applying for the institute's Accreditation by NAAC in the A.Y. 2018-19.
2. To create all the necessary infrastructure essential for Accreditation procedure and compliance.
3. To take up journal publication and quality assurance.
4. Reviewing the existing MOU's and negotiating with corporate for new MOUs.
5. Purchase of equipment for different departments if required.

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:

1. An integrated framework for Quality assurance of the academic and administrative activities prior to formation (in AY 2017-18) of IQAC , the LMC of the Institute had been responsible to maintain an integrated framework for Quality assurance of the academic and administrative activities.

1. The Internal Academic Audit of the academic provisions and it's outcomes used to improve the institutional activities:

The Director conducts the Academic Audit of teaching. Course files prepared by the each faculty member are verified by the Director at the commencement of every semester.

External audits are conducted by statutory bodies like affiliating University(SSPU), DTE(State Govt.), and AICTE.

The outcomes are used to improve the Academic activities in the following manner:

1. Timely Corrective & Preventive Actions so that there are no complaint or grievances from the students related to teaching and completing the syllabus.
2. Action on Opportunities for Academic Improvement.
3. Action on suggestions / recommendations of LMC.

1. Institutional mechanisms to continuously review the teaching learning process:

Institutional review mechanisms have the purpose of quality assurance & maintenance at the institute level (not at the LMC level) before the formation of IQAC.

1. The institute's establishment of an Internal Quality Assurance Cell (IQAC) in the academic year 2017-18 as a pre-cursor to assessment by NAAC:

The IQAC is presently the nodal body to look into all aspects of Quality Assurance (QA). The Faculty Committees in various functional areas have also contributed to the improvement in teaching – learning process. The IQAC and the Faculty Committees have contributed to the improvement in teaching-learning process by way of the following suggestions / initiatives:

1. Inputs pertaining to appropriate choice of half credit electives.
2. Conceptualizing the CIE pattern and CRI components.
3. Concept notes for Half credit courses and CIE components.
4. Guidelines for SIP and Dissertation.
5. Encouraging students to take up Online Open Courses.
6. Suggesting various innovative pedagogical approaches.
7. Delivering add-on / enrichment Courses.

1. Two examples of institutional reviews and implementation of teaching learning reforms

1. **One example of implementation of IQAC suggestion is :**

The course file for each teacher containing –SPPU syllabus of 3-4 subjects, reference books for those 3-4 subjects, personal information blank for, timetable of all classes for the current year, copies of 4 university question papers of each subject, copies of 4 online question papers of each subject, academic calendar of current year, month wise teaching plan chart showing incomplete portion if any, blank result sheet for a

subjects he/she has taught in the current academic year).

1. **A second example of quality assurance/enhancement programme** was undertaken in academic year 2017-18 (with the formal establishment of IQAC) in the institution is "The Restructuring of Mentor Groups Scheme'. Prior to academic year 2017-18 the institution had regularly implemented the Mentor Group Scheme but a single mentor group consisted of the students from the same class (either MBA-I or MBA-II).

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

Response: 0.6

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

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

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

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

Response: E. None of the above

File Description	Document
Details of Quality assurance initiatives of the institution	[View Document](#)

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

Response:

The LMC/ CDC has initiated Quality enhancement initiatives over the last few years (This is our first cycle of Accreditation, and we have formed IQAC only in 2017-18). Skill oriented courses like Tally, Soft skill development were conducted. Language Laboratory was established with 10 Computers and Spoken English Programme was conducted every year For MBA 1st year Students. ICT enabled teaching and learning Aids were purchased, installed and are being used. Projector and Screen with Computer and loudspeaker sets(Portable Sound Systems) are also used for interactive learning experience. White boards are installed wherever possible and necessary to create chalk-dust-free and clean class rooms. Internet connectivity is extended to all the Computers in the Departments as well as Laboratories for ease of access to information related to the respective subject of interest. Microsoft Windows as well as Microsoft Office License copies are upgraded twice as per the need at the various departments and office. Wherever required the independent Scanner cum Printers are installed with the latest Computer configuration for fast and easy operations of the various departments. Display boards are installed in the main lobby of Building. Clean water dispensing machines is installed at the convenient location in the premise. Online UPS is installed for NAAC office as well as computer lab. Independent Examination Department is developed with the state of the Art technology. Video Lectures from different sources on various subjects (YouTube etc.)are recorded and stored by our Computer Lab and distributed to classrooms and Library via LAN.

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: 27

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	6	5	5	6

File Description	Document
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2

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

Response:

1. **Safety and Security for Women students & staff:**

   1. Ladies' **Complaint Box** in The Institute Building provided by Khed Police Station.
   2. Installation of CCTV Cameras inside and outside the building.
   3. Arrangement for self-defence (Judo, Karate etc) classes for women.
   4. Regular visits by local Police Authorities to enquire about and to guide women students' safety and security .
   5. The police department has issued ID-CARDS (**Damini Pathak)** to girl's students and lady teachers.
   6. Women Student's Grievance Redressal Committee
   7. Ladies Toilet – First floor
   8. Internal Complaint Committee (specially for ladies staff members on the issues like sexual harassment on job etc.)
   9. A separate space reserve for women students in the library reading room.

1. **Counselling for Women students & staff:**

The Institute's Student Mentoring, Guidance and Counselling Committee looks after the psychological counselling for stress related issues and well-being of the ladies and gents students. For such counselling to needy students, a psychological counsellor is available(from AY 2013-14).The same counsellor is also available for the counselling needs of the women staff members.

1. **Common Room:-**

A separate Girls Common room Room is available. on 1st floorwith provision of attach toilet, curtain ,Mirror, Bed and sufficient furniture(Tables and Chairs)

1. **Other facilities :-**

1. **Separate cultural activities for Women Students at The Institute:**

1. Rangoli competition - at the time of annual gathering
2. Bhondla during the Navratri festival
3. Cookery Competition - at the time of annual gathering
4. Celebration of Women's Day at every year (8th March)

1. **Institutions efforts to sensitize its staff and students on gender issues –**

Institute sensitizes its staff and students on the gender issues in the following ways:

1. Gender specific courses and seminars for the staff and students are organized to sensitize the students towards gender issues.
2. Girl students are counselled about health issues, work place etiquettes, healthy food habits, wellness and exercise.
3. Special programmes on Personality Development for female students are organized.
4. There is One Female faculty member in the institute who handles key responsibilities specially related to female students.\
5. The tasks and responsibilities are assigned to various faculty and staff members purely based on area of expertise, their drive and past performance; irrespective of their gender and/or social

background.

6. There is no discrimination based on gender regarding seating arrangement of students in class rooms / computer labs

7. Class Representatives & student nominees to the Student Council are appointed without gender bias.

8. The Internal Complaint Committee (ICC), as per The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 is in place. In the AY 2016-17, a senior male faculty member is also nominated to the ICC.

9. Ladies Grievance committee exists to redress the issues of female staff and students.

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: 6000

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: 100

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

Response: 1500

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 1500

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:

1. **Hazardous waste management:**

Hazardous waste is not generated on the campus due to experimentation or otherwise. As far as possible, the institute tries to inculcate the sense to reduce, restore, recycle and reuse principles in students and staff to minimize waste generation.

All the toilets and bathrooms waste water lines are securely connected to the drainage system. Similarly, inverter batteries are returned to the supplier for recycling. Use of dust free chalks, White boards, LCDs adds to this initiative. There is a separate provision for collection of solid waste from various sources. Dust bins & garbage bins have been provided at multiple points for solid waste collection.

1. **Liquid waste management –**

The Institute does not have any chemical laboratory or any pilot plant producing liquid waste.

1. **E-waste management -**

At times, old equipment is donated to the needy institutions. The institute emphasizes paperless office through use of emails and Google drive to save carbon emission through usage of printers. The cartridges of laser printers are refilled outside the institute campus. An E-waste collection drop box for collecting small sized electronic waste has been kept at prominent locations of the building.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain-Water Harvesting: To increase the ground water level, the rain water is led into the soak-pit located in the campus, which help to raise ground water level. The parent body has planned to implement solar panels setting and water harvesting in near future. Already, the rain water flowing along the natural gradient of the internal roads is used to recharge the bore well. Harvested rainwater is used for groundwater recharge. This resulted in increasing ground water levels in bore wells, even during summer season. With this, the institute is self-reliant for its water usage. This bore - well water is used for gardening, toilet, cleaning and floor-cleaning etc. Water Sprinkler system is used on the lawns. Enough green ground cover is there to assist percolation of rain water in the soil and drain into the well. The institute has planted trees all around to increase the level of underground water. The system has thus helped in achieving the green campus goal. It also maintains the campus ecology.

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:

1. Vehicle Parking only the Staff and students.
2. On National Days the students & teachers run 'The Clean Campus Drive' to pick-up & dispose waste plastic garbage with other waste. At other times, the students and staff voluntarily keep the campus plastic free.
3. ICT is used for admission process, academic administration, feedback, examinations, student, alumni and faculty communication, Payment of fees, submission of scholarship forms, and reuse of used papers.
4. The campus is green and away from the town, without pollution sources. The Institute gives importance to eco-friendly environment, allocates funds for maintenance of campus, trees, garden and lawns. Bio waste from trees is converted into compost instead of burning it and is useful to fertilize the plants in the campus
5. Environmental Awareness Education-

SPPU has a Course "Managing for Sustainability" (Semester IV) to integrate climate change, environment etc into the curriculum. We also held National level Seminars dedicated to sustainability issues (2013-14) and on Green Marketing (2015-16), guest lectures on Disaster Management and Rainwater Harvesting (2014-15).

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

Response: 1.47

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)

2017-18	2016-17	2015-16	2014-15	2013-14
0.5	0.5	1.4	.07	0.8

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

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

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

Response: D. At least 2 of the above

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

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

Response: 5

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

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

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

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

Response: 5

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

the last five years

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

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

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

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	[View Document](#)

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)

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

Response: Yes

File Description	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
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: 22

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	5	4	5	4

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

Response:

Sr. No.	Date	Title of the programme/Activity
1	12/01 Every Year	National Youth Day (Birth Day of Swami Vivekananda)
2	14/01 Every Year	Sankranti Festival
3	26/01 Every Year	Republic Day
4	30/01 Every Year	Martyr's day (Mahatma Gandhi Martyrdom Day)
5	10/02 Every Year	University (SPPU) Foundation Day
6	19/02 Every Year	Shivaji Maharaj Jayanti
7	08/03 Every Year	International Women's Day
8	First Week of March	Annual Gathering at IMS, Pimpri Bk
9	14/04 Every Year	Ambedkar Jayanti
10	21/06 Every Year	World Yoga Day (from year 2014-15)
11	01/08 Every Year	Induction Function at IMS, Pimpri
12	15/08 Every Year	Independence Day
13	05/09 Every Year	Teachers Day
14	02/10 Every Year	Mahatma Gandhi Jayanti
15	10/12 Every Year	World Human Rights Day

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

auxiliary functions

Response:

Following its Mother Institution's intention "to maintain high ethical and morale standard", IMS, Pimpri Bk tries on its own to maintain complete transparency in its financial, academic, administrative and auxiliary function as follows-

1. **Financial Transparency -** ?All payments of Scholarships made by A/C transfers/cheques as per Govt. policy. ?Fees charged as per govt. rules. ?Budgets prepared by the Director, and Staff and utilized after LMC/CDC sanction. ?All accounts checked regularly by the Internal and External Auditors.
2. **Academic Transparency -** ?Teaching and Examinations time tables displayed on notice –board within time. ? Syllabi, SIP, dissertation completed in time. ? Examinations conducted as per University rules. ?Regular approval by the AICTE and affiliation by the SPPU received.
3. **Administrative Transparency -?** Students' admissions made by DTE. ? Teaching posts filled following University and AICTE norms. ?Internal committees have autonomy of decision and meet regularly. ? The LMC/CDC meets regularly.
4. **Auxiliary Transparency-** ?Duly appointed committees exist for RTI, Anti-Ragging, Anti- Sexual Harassment, and Grievance Redressal. ?Extra-curricular activities pre-planned, then notified to the students and conducted with order and discipline. ? The Institute follows its own Code of Conduct which is binding to the staff, the students and the CDC/LMC.

7.2 Best Practices

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

Response:

Title of the Practice: - Training, Placement and Career Guidance Cell of the College

-

The Context that required initiation of the Practice:-

Every MBA student near the end of his final examinations begins to think and worry about getting a good job commensurate with the qualification he has achieved..

-

To reduce the anxiety of students of the institute about getting a good job- The anxiety which mostly arises as their final examination draws nearer and negatively affects their study concentration and self-confidence.

The Practice:-

Keeping this student anxiety in mind and feeling the need to reduce it, the institute has set up its 'TP Cell'.The cell functions in the following manner:-

1. Resume writing, personality development, build placement database, arranging workshops, displaying vacancies or guest- lectures from experts in placement and career guidance for the students and arranging campus interviews.

Evidence of the Success:-

Students of the institute become more career oriented, self-confident better prepared to become successful applicants. As the result of all these efforts, high placement rate (about 50 to 60% or more) for each academic year is felt by the institute as the indicator of the success of its Training, Placement and Career Guidance Cell.

Problems Encountered and Resources Required:-

There have been very few obstacles so like

1) Expenses incurred for postal and telephone correspondence with possible employers expenses for travel (to visit such companies and their authorities), hospitality expenses (when such authorities visit the institute and attend the campus interviews) etc. – All such expenses are borne by the college.

2) For the database of the cell, more names of the alumni in service and more names of the companies with coming vacancies should be available so that wider contacts can be made with them.

1. **Best Practice No. 2 :-**

Title of the practice: - Financial Care for Students

Objectives:-

To provide as much amount as possible to help the needy and deserving students (from financially poor family backgrounds) in the form of some scholarship.

The context:-

NSCT, Pune along with IMS, Pimpri Bk has decided to extent all possible support and assistance including financial assistance to deserving students who seek admission to the MBA course at institute.

The Practice:-

The institute and its parent body (NSCT, Pune) provide every year a large amount (Between 25000 to 3 lacs per year) for economically weaker section of the society.

Evidence of success:-

The institute and its parent body feel that this modest helping - hand action has helped its needy students in focusing on their studies and on their better academic achievements (the MBA results of the college from 2013-14 have always been higher than 70%.

Problems encountered and Resources required:-

Thankfully, we have not faced any problems so far. (Had the founder -trustees and their families some 'profit motive' as their aspiration, it would have been the only and major obstacle.)

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:

"Taking the technical and management education to the down -trodden and rural masses and create the opportunities through their overall development" With the above vision IMS, Pimpri was established at Pimpri Bk , 45 K.M. away from Pune City in 2009 to impart management education to the rural and underprivileged youths who graduated from the interior Maharashtra where the Industrialization was only a dream at that time .Graduates students from rural area of all Maharashtra seek admissions for MBA at IMS, Pimpri Bk. through DTE.

From our first batch of students who passed out in 2011, we were able to find suitable placements for them. As our effort continued year after year we could offer trained graduates in management with a various skills to perform jobs better to the industrial community in and around Chakan. The following figures of the year-wise placements of our students passing out in those years speak for our training and placement efforts for our student

Year	2013-14	2014-15	2015-16	2016-17	201
Number	26	28	31	33	34

At IMS since its beginning in 2009, we have emphasized on language skills, Spoken English, Soft Skills, Personality Developments and Interactive skills development for such socially and academically lagging students. Our add-on courses on communicative English, Personality Development, Soft Skills Development etc. have transformed our students year after year .They have been able to find satisfying jobs in the Industry, Government and Public sector undertakings. Our alumni are the main propagandists for our Institution's excellence. When other MBA Institutions in and around Pune city are struggling to get their intake fulfilled , we at IMS have had never any difficulty in filling all the sanctioned 60 seats every year so far . Besides our admissions of mostly rural areas students, we are also proud of our yearly final MBA results. They prove that we have moulded them academically, socially ,and managerially during the two years they spent with us. The result are as follows –

Year	2013-14	2014-15	2015-16	2016-17	201
Result	70.59%	71.70%	72.22%	74.07%	74.5

In all these years the above results are above the overall MBA results of the SPPU, Pune to which we are affiliated .Almost all of our students are from the rural and economically weak households .Though the reserved categories students are helped by government scholarships and free-ships of various kind ,the other students get no such help though they are intelligent ,smart and hard-working .For such poor and needy students ,we at IMS Pimpri Bk. are always happy and willing to give our helping hand. In past five years, the IMS, Pimpri Bk has financially supported some such of our students with the following College Scholarships –

Year	2013-14	2014-15	2015-16	2016-17	2
Students benefited	33	20	10	5	7
Total Amount spent (In Lacs)	259600	255693	210000	25000	4

Looking at our yearly admissions, results, placements and College scholarships we feel proud that our IMS, Pimpri Bk has succeeded reasonably to fulfil the vision with which IMS, Pimpri Bk. has been

founded.

5. CONCLUSION

Additional Information :

We are abiding to the Vision, Mission & core values of the Parent trust and Institute. We have been instrumental in improving overall quality of management education in rural area for the down trodden and rural masses. Our results and placements are clearly showing the outcomes. We will try and improve the quality further day by day.

Concluding Remarks :

NSCT, Pune & IMS, Pimpri Bk. are making sincere efforts towards the students' benefits as a whole. Institute is looking forward towards the students' preparation for Digital India. Skill based courses are also required to be initiated. Institute is definitely proving to be a strong Learning centre for the Community around in the rural area.

02-09-2022 04:23:47

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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 1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td></tr></table> Remark : One Full-time teacher to be counted once irrespective of number of participation in different bodies in last five years
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: B.Any 3 of the above
1.4.2	Feedback processes of the institution may be classified as follows: Answer before DVV Verification : C. Feedback collected and analysed Answer After DVV Verification: D. Feedback collected
2.1.3	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years 2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>27</td><td>21</td><td>21</td><td>21</td><td>21</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>35</td><td>23</td><td>35</td><td>17</td><td>23</td></tr></table>

2.3.3	Ratio of students to mentor for academic and stress related issues 2.3.3.1. Number of mentors Answer before DVV Verification : 8 Answer after DVV Verification: 8
2.4.3	Teaching experience per full time teacher in number of years 2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 200 years Answer after DVV Verification: 71 years
3.1.2	Percentage of teachers recognised as research guides at present 3.1.2.1. Number of teachers recognised as research guides Answer before DVV Verification : 1 Answer after DVV Verification: 1
3.1.3	Number of research projects per teacher funded, by government and non-government agencies, during the last five year 3.1.3.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 0 3.1.3.2. Number of full time teachers worked in the institution during the last 5 years Answer before DVV Verification : 20 Answer after DVV Verification: 19
3.3.2	The institution provides incentives to teachers who receive state, national and international recognition/awards Answer before DVV Verification : Yes Answer After DVV Verification: Yes
3.3.3	Number of Ph.D.s awarded per teacher during the last five years 3.3.3.1. How many Ph.Ds awarded within last five years Answer before DVV Verification : 7 Answer after DVV Verification: 7 3.3.3.2. Number of teachers recognized as guides during the last five years Answer before DVV Verification : 2 Answer after DVV Verification: 2
4.2.5	Availability of remote access to e-resources of the library Answer before DVV Verification : Yes Answer After DVV Verification: Yes
4.2.6	Percentage per day usage of library by teachers and students

	4.2.6.1. Average number of teachers and students using library per day over last one year Answer before DVV Verification : 35 Answer after DVV Verification: 35
4.3.3	Available bandwidth of internet connection in the Institution (Lease line) Answer before DVV Verification : 5-20 MBPS Answer After DVV Verification: 20-35 MBPS
5.1.3	Number of capability enhancement and development schemes – 1. For competitive examinations 2. Career counselling 3. Soft skill development 4. Remedial coaching 5. Language lab 6. Bridge courses 7. Yoga and meditation 8. Personal Counselling Answer before DVV Verification : A. 7 or more of the above Answer After DVV Verification: C. Any 5 of the above Remark : According to provided documents.
5.1.5	Average percentage of students benefited by Vocational Education and Training (VET) during the last five years 5.1.5.1. Number of students attending VET year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>22</td><td>18</td><td>16</td><td>12</td><td>10</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>22</td><td>18</td><td>16</td><td>10</td><td>12</td></tr></table> Remark : HEI input edited according to provided documents.

5.2.2	Percentage of student progression to higher education (previous graduating batch) 5.2.2.1. Number of outgoing students progressing to higher education Answer before DVV Verification : 11 Answer after DVV Verification: 11
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) 5.2.3.1. **Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years** Answer before DVV Verification:

Answer before DVV Verification (5.2.3.1):

2017-18	2016-17	2015-16	2014-15	2013-14
59	59	59	59	59

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
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
Answer before DVV Verification:

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

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:

Answer before DVV Verification (6.5.3.1):

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

Answer After DVV Verification :

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

7.1.9	Differently abled (Divyangjan) Friendliness Resources available in the institution: 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities

5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : C. At least 4 of the above
Answer After DVV Verification: D. At least 2 of the above
Remark : HEI input edited according to provided documents.

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 : 1 Answer after DVV Verification : 7
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: Answer After DVV Verification:
3.2	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: Answer After DVV Verification:

For 2.2 Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
27	21	21	21	21

For 2.2 Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
35	23	35	17	23

For 3.2 Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
43.5	44.20	45.88	36.25	43.52

For 3.2 Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
43.5	44.20	44.88	36.25	43.52