



Yearly Status Report - 2017-2018

Part A

Data of the Institution

| | |
|---|--|
| 1. Name of the Institution | NSCT'S INSTITUTE OF MANAGEMENT SCIENCE, PIMPRI (BK) |
| Name of the head of the Institution | Gopinadhan Shreedharan |
| Designation | Director |
| Does the Institution function from own campus | Yes |
| Phone no/Alternate Phone no. | 02135-278723 |
| Mobile no. | 9822039212 |
| Registered Email | imspimpri2017@gmail.com |
| Alternate Email | sandeshtilekar@gmail.com |
| Address | Gat No 328, At Post Pimpri (Bk), Payeet Road, Taluka Khed |
| City/Town | Pune |
| State/UT | Maharashtra |
| Pincode | 410501 |

| 2. Institutional Status | | | | | | | | | | | | | | | | | | | |
|---|-----------------|---------------------------------------|---|-------------|-------------|---|-------|------|---|-----------------|---------------------------------------|-------------|-----------|---|----|------|------|-------------|-------------|
| Affiliated / Constituent | | | Affiliated | | | | | | | | | | | | | | | | |
| Type of Institution | | | Co-education | | | | | | | | | | | | | | | | |
| Location | | | Rural | | | | | | | | | | | | | | | | |
| Financial Status | | | Self financed | | | | | | | | | | | | | | | | |
| Name of the IQAC co-ordinator/Director | | | Assistant Professor Sonali Bhujbal | | | | | | | | | | | | | | | | |
| Phone no/Alternate Phone no. | | | 02135278723 | | | | | | | | | | | | | | | | |
| Mobile no. | | | 9850055155 | | | | | | | | | | | | | | | | |
| Registered Email | | | imspimpri2017@gmail.com | | | | | | | | | | | | | | | | |
| Alternate Email | | | sandeshatilekar@gmail.com | | | | | | | | | | | | | | | | |
| 3. Website Address | | | | | | | | | | | | | | | | | | | |
| Web-link of the AQAR: (Previous Academic Year) | | | https://www.imspimpri.com/images/documents/SSR.pdf | | | | | | | | | | | | | | | | |
| 4. Whether Academic Calendar prepared during the year | | | Yes | | | | | | | | | | | | | | | | |
| if yes,whether it is uploaded in the institutional website: Weblink : | | | https://www.imspimpri.com/images/documents/aqar/1718/2017-18 Academic Calender.pdf | | | | | | | | | | | | | | | | |
| 5. Accrediation Details | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> <tr> <td>1</td> <td>B+</td> <td>2.73</td> <td>2019</td> <td>04-Mar-2019</td> <td>03-Mar-2024</td> </tr> </table> | | | | | | Cycle | Grade | CGPA | Year of Accrediation | Validity | | Period From | Period To | 1 | B+ | 2.73 | 2019 | 04-Mar-2019 | 03-Mar-2024 |
| Cycle | Grade | CGPA | Year of Accrediation | Validity | | | | | | | | | | | | | | | |
| | | | | Period From | Period To | | | | | | | | | | | | | | |
| 1 | B+ | 2.73 | 2019 | 04-Mar-2019 | 03-Mar-2024 | | | | | | | | | | | | | | |
| 6. Date of Establishment of IQAC | | | 07-May-2018 | | | | | | | | | | | | | | | | |
| 7. Internal Quality Assurance System | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <th colspan="3">Quality initiatives by IQAC during the year for promoting quality culture</th> </tr> <tr> <th>Item /Title of the quality initiative by IQAC</th> <th>Date & Duration</th> <th>Number of participants/ beneficiaries</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> | | | | | | Quality initiatives by IQAC during the year for promoting quality culture | | | Item /Title of the quality initiative by IQAC | Date & Duration | Number of participants/ beneficiaries | | | | | | | | |
| Quality initiatives by IQAC during the year for promoting quality culture | | | | | | | | | | | | | | | | | | | |
| Item /Title of the quality initiative by IQAC | Date & Duration | Number of participants/ beneficiaries | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

| | | |
|---|-------------------|----|
| NAAC Accreditation process (Dr. Anwar Shaikh, Principal, Poona College of Arts, Science and Commerce, Pune) | 17-Jan-2017 01 | 13 |
| View File | | |

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|--------------------------------|--------|----------------|-----------------------------|--------|
| MBA | 0 | nil | 2018 0 | 0 |
| View File | | | | |

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

2

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

1 Curriculum Development 2 Academic Audits 3 Research publication 4 Procuring grants from University under various schemes 5 Faculty Development Programmes (FDP) 6 Management of Research Journal 7 Student's Counselling 8 Energy Environmental Audit 9 Consultancy

[View File](#)

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

| Plan of Action | Achivements/Outcomes |
|---------------------------|---------------------------------------|
| To conduct Guest lectures | 1.Conducted Guest Lecture on : Career |

Management by Dr. Sandip Irole.on 20 August 2017 2.Conducted Guest Lecture on : Strees Management by Dr. Babu Thomas On 27 August 2017.

[View File](#)

14. Whether AQAR was placed before statutory body ?

Yes

Name of Statutory Body

Meeting Date

Teacher, Student

05-Jan-2018

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2018

Date of Submission

16-Jan-2018

17. Does the Institution have Management Information System ?

Yes

If yes, give a brief descripton and a list of modules currently operational (maximum 500 words)

Cloud based Enterprise Resource Planning (ERP) Software for automation of academic and non academic processes is used in the institute to maintain and analyze the data related to various processes of institute. List of modules currently operational in the ERP software is as follows: 1. Faculty Profile 2. Students database 3. Teaching plans 4. Time tables (Academic/Class and Personal) 5. Experiments schedule 6. Attendance monitoring 7. Examination schedule 8. Class assignments record 9. Question bank preparation 10. Syllabus coverage monitoring 11. SMS to the students 12. Faculty feedback by students 13. Icard generation 14. Roll call list generation 15. Subject allotment and accessibility authority (Faculty, GFM, Head)

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

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 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entrepreneurship | Skill Development |
|---------------|-----------------|-----------------------|----------|--|-------------------|
| TALLY 9.0 ERP | NIL | 14/08/2017 | 45 | employability | Skill Development |

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|------------------|---|-----------------------|
| MBA | Finance, Human Resource Management, Marketing Management, Operation & | 02/07/2017 |

Supply Chain
Management, International
Business
management, Information
technology Management

[View File](#)

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|----------------------------------|---|---|
| MBA | Finance, Human Resource Management, Marketing Management, Operation Supply Chain Management, Internatio | 02/07/2017 |

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

| | Certificate | Diploma Course |
|--------------------|-------------|----------------|
| Number of Students | 85 | 0 |

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|---------------------------|----------------------|-----------------------------|
| Human Right Day | 10/12/2017 | 110 |
| View File | | |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|---------------------------|-------------------------------------|---|
| MBA | Finance Management | 21 |
| MBA | Marketing Management | 9 |
| MBA | Human Resource Management | 8 |
| MBA | Operation & Supply Chain Management | 10 |
| MBA | Information technology | 1 |
| View File | | |

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| | |
|-----------|-----|
| Students | Yes |
| Teachers | Yes |
| Employers | Yes |
| Alumni | Yes |
| Parents | No |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

Feedback is an essential element of the learning process. So to monitor the teaching-learning process in the institute the questionnaire is designed to take feedback on the curriculum. The questionnaire consists of five major sections 1 Course content 2 Teaching-learning Process 3 Curriculum / Syllabus/ Evaluation Process 4 Libraries and Infrastructure The activity of Institution in the above four sections are being analyzed to create a quality profile for the institutional vision and goals. The feedback from stakeholders like students, alumina, parents, and teachers are taken every end of the semester. The Feedback forms are designed by authorities. All the feedbacks are taken online after the feedback is received from respective stakeholders. The report including suggestions and improvements are prepared and discussed in departments, principal and IQAC meetings. According to suggestions from the stakeholders, the remedial plan has been prepared and actions are taken accordingly. The analysis of student feedback clearly depicts that they are well satisfied with the curriculum development and revision. Students highly appreciated the infrastructure facilities such as laboratories, libraries, and other facilities. Few of the expressed the need for more ICT facilities. Also, some of them asked to provide more industrial exposure, Internships guest lecture from industry personnel. According to the suggestions received from students, departments arranged industrial visits, expert lectures, and soft skill sessions. The feedback from teachers revealed the validity and adequacy of the syllabus and it is quite helpful in re-framing the course contents according to social needs. Various suggestions related to the modification of the curricular content are noted for further necessary actions. The modifications are conveyed to the Board of studies of Savitribai Phule Pune University through syllabus revision workshops from time to time. At the time of parent feedback analysis, it is observed that parents are fully satisfied by College infrastructure, Faculty and work environment. It is evident that the parents believe that their wards develop good soft skills and ethical values during their course of study. They have expressed towards the institution have been fulfilled especially from the employability point of view. From the received suggestions institute arranged some vocational and skill envelopment training for the students. The alumina feedback report reveals that the majority of the alumina are happy and proud to be a part of this institution. The alumina appreciated the academic initiatives taken by the university to restructure and update the curriculum as per current needs. They suggested arranging more industrial, software training and adding on Courses for students to make them industry-ready. The suggestions have been discussed in the Department, IQAC meeting and the same conveyed to the Board of Studies at the time of Curriculum Revision Workshops.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|---------------------------|--------------------------|---------------------------|--------------------------------|-------------------|
| MBA | MBA | 60 | 94 | 60 |
| View File | | | | |

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution | Number of students enrolled in the institution | Number of fulltime teachers available in the | Number of fulltime teachers available in the | Number of teachers teaching both UG |
|------|--|--|--|--|-------------------------------------|
|------|--|--|--|--|-------------------------------------|

| | (UG) | (PG) | institution teaching only UG courses | institution teaching only PG courses | and PG courses |
|------|------|------|--|--|----------------|
| 2017 | 0 | 60 | 0 | 8 | 0 |

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|----------------------------|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 8 | 8 | 0 | 2 | 2 | 0 |

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The institute has a strong mentoring process. Each faculty has been allotted a few mentees for personal guidance, career advancement, and development. The Mentor-Mentee would be assigned and would remain mentor-mentee for the entire term of 4 semesters (two years). Each faculty is expected to establish and nurture good interpersonal relationships. The mentor is expected to guide the assigned mentee with respect to different issues and counsel them as and when required. The mentor is supposed to create the environment for the mentee as far as the mentee's holistic development is concerned. The mentor should guide the individual mentee in Summer Internship Project, Comprehensive Viva, Dissertation, Career Choices, and Final Placement. Mentors are also required to focus on the following employability aspects of their individual mentees and maintain academic progression and personal achievements if any. Various aspects, in the interest of the mentees, are emphasized viz. • Interpersonal Communication Skills • Goal Setting • Leadership Qualities • Managing Self • Time Management • Stress Management • Confidence Building • Self Discipline • Life Skills • Team Building • Sensitivity towards sustainable Environment Every mentor is required to conduct two formal meetings with all the mentees and one formal interaction with the individual Mentee. Each mentor is expected to maintain a Log Sheet which needs to be duly filled in by the mentees and submitted to the mentor on a monthly basis. Mentors should suggest a curative actions / remedial solution, on case to case basis, if needed. On the basis of such interactions and maintenance of records, a progress report be generated and submitted to the chairman of IQAC. Every mentor should have a thoroughly professional approach and maintain dignity with decorum to deal with the mentees. An environment of mutual trust must be created by Mentor. The objective of the Mentor-Mentee relationship is to make the mentee a confident, professionally employable and successful individual and a good human being with ethics and values imbibed in his/her personality.

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
|--|-----------------------------|-----------------------|
| 115 | 8 | 1:14 |

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 8 | 8 | 0 | 8 | 3 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|---------------|---|-------------|--|
| | | | |

| | | | |
|---------------------------|----------------------------|---------------------|---------------------|
| 2017 | Dr. Gopinadhan Shreedharan | Director | Best Director |
| 2017 | Dr. Sunilkant Varma | Associate Professor | Best Lecturer Award |
| View File | | | |

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|---------------------------|----------------|-----------------|--|---|
| MBA | 1580 | 2ne sem 4th sem | 11/05/2017 | 02/06/2017 |
| View File | | | | |

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

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.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

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 in website of the institution (to provide the weblink)

https://www.imspimpri.com/images/documents/agar/1718/POs_COs_2017-18_2.6.1.pdf

2.6.2 – Pass percentage of students

| Programme | Programme | Programme | Number of | Number of | Pass Percentage |
|-----------|-----------|-----------|-----------|-----------|-----------------|
|-----------|-----------|-----------|-----------|-----------|-----------------|

| Code | Name | Specialization | students appeared in the final year examination | students passed in final year examination | |
|---------------------------|------|----------------|---|---|-------|
| 0 | MBA | General | 55 | 41 | 74.55 |
| View File | | | | | |

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://www.imspimpri.com/images/documents/agar/1718/2.7.1_2017-18_ims_Student_Survey.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|---------------------------|----------|----------------------------|------------------------|---------------------------------|
| Total | 00 | 00 | 0 | 0 |
| View File | | | | |

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|------------------------------|-------------------|------------|
| Workshop on Cyber Laws (IPR) | MBA | 04/01/2018 |
| Orientation on IPR | MBA | 04/01/2018 |

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|---------------------------|----------------------------|---|---------------|------------|
| Best Director | Dr. Gopinadhan Shreedharan | Indo Global Chamber of Commerce, Industries and Agriculture, Pune | 19/12/2017 | Management |
| Best Lecture | Dr. Sunilkant Verma | International Beneyolent Reserach Foundation | 16/09/2017 | Management |
| View File | | | | |

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsered By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|---------------------------|------|--------------|----------------------|--------------------|----------------------|
| 0 | 0 | 0 | 0 | 0 | 07/11/2017 |
| View File | | | | | |

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|-------|----------|---------------|
| 1 | 1 | 0 |

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

| Name of the Department | Number of PhD's Awarded |
|------------------------|-------------------------|
| Management | 4 |

3.3.3 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---------------------------|------------|-----------------------|--------------------------------|
| National | Management | 11 | 0.75 |
| View File | | | |

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|---------------------------|-----------------------|
| Management | 11 |
| View File | |

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|---------------------------|----------------|------------------|---------------------|----------------|---|---|
| 0 | 0 | 0 | 2017 | 0 | 0 | 0 |
| View File | | | | | | |

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|---------------------------|----------------|------------------|---------------------|---------|---|---|
| 0 | 0 | 0 | 2017 | 0 | 0 | 0 |
| View File | | | | | | |

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty | International | National | State | Local |
|-----------------------------|---------------|----------|-------|-------|
| Attended/Seminars/Workshops | 0 | 11 | 0 | 0 |
| Presented papers | 0 | 11 | 0 | 0 |
| Resource persons | 0 | 0 | 0 | 0 |
| View File | | | | |

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ | Number of teachers | Number of students |
|-------------------------|-------------------------|--------------------|--------------------|
|-------------------------|-------------------------|--------------------|--------------------|

| | collaborating agency | participated in such activities | participated in such activities |
|--|--|---------------------------------|---------------------------------|
| Rally for Save Trees Save Water | Grampanchayat, Pimpri BK | 3 | 23 |
| Women Empowerment | Districts Sports Yuvak Kalyan Department Pune (Govt. of Maharashtra) | 3 | 17 |
| 15 days Youth Leadership and Personality Development Training Camp | Districts Sports Yuvak Kalyan Department Pune (Govt. of Maharashtra) | 2 | 75 |
| Aids Awareness | Primary Health Centre, Chakan | 3 | 65 |
| 5 days training camp on "Business Career Guidance" | Districts Sports Yuvak Kalyan Department Pune (Govt. of Maharashtra) | 4 | 70 |
| View File | | | |

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|--|-------------------|--|------------------------------|
| Rally for Save Trees Save Water | Recognition | Grampanchayat, Pimpri BK | 23 |
| Women Empowerment | Recognition | Districts Sports Yuvak Kalyan Department Pune (Govt. of Maharashtra) | 17 |
| 15 days Youth Leadership and Personality Development Training Camp | Recognition | Districts Sports Yuvak Kalyan Department Pune (Govt. of Maharashtra) | 77 |
| Aids /HIV Awareness program | Recognition | Primary Health Centre, Chakan | 64 |
| 5 days training camp on "Business Career Guidance" | Recognition | Districts Sports Yuvak Kalyan Department Pune (Govt. of Maharashtra) | 68 |
| View File | | | |

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agency/collaborating agency | Name of the activity | Number of teachers participated in such activities | Number of students participated in such activities |
|--------------------|---|----------------------|--|--|
|--------------------|---|----------------------|--|--|

| | | | | |
|---------------------------|-------------------------------|-----------------------|---|----|
| Tree Plantation Drive | Grampanchayat, Pimpri BK | Tree Plantation Drive | 4 | 52 |
| Blood Donation Camp | Primary Health Centre, Chakan | Blood Donation Camp | 3 | 45 |
| View File | | | | |

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|---------------------------|-------------|----------------------------------|----------|
| 1 | 70 | Savitribai Phule Pune University | 1 |
| View File | | | |

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|--|---|---|---------------|-------------|-------------|
| Placement Assistance, Guest lectures | Institute-Industry Linkage | Siddhivinayak Educom | 22/06/2017 | 22/06/2017 | 29 |
| Summer Project Internship, Placement Assistance. | MoU for Academic industrial collaboration | Quality traders ,Otur, Tal-Junnar ,Dist-Pune | 23/07/2017 | 23/07/2017 | 17 |
| View File | | | | | |

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|---------------------------|--------------------|--------------------------------------|---|
| Quality Traders | 22/06/2017 | Placement Assistance | 29 |
| Siddhivinayak Educom | 23/07/2017 | Placement Assistance, Guest lectures | 17 |
| View File | | | |

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| | |
|--|--|
| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|

| | |
|--------|--------|
| 240000 | 240000 |
|--------|--------|

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|-----------------------------------|-------------------------|
| Others | Existing |
| Video Centre | Existing |
| Seminar halls with ICT facilities | Existing |
| Classrooms with LCD facilities | Existing |
| Seminar Halls | Existing |
| Laboratories | Existing |
| Class rooms | Existing |
| Campus Area | Existing |
| View File | |

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or patially) | Version | Year of automation |
|---------------------------|--|---------|--------------------|
| Pollen Grain Software | Fully | 2012 | 2018 |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|---------------------------|----------|--------|-------------|--------|-------|--------|
| Text Books | 481 | 225085 | 433 | 218772 | 914 | 443857 |
| Reference Books | 17 | 6836 | 18 | 7120 | 35 | 13956 |
| Journals | 34 | 46261 | 34 | 44195 | 68 | 90456 |
| Others(s pecify) | 0 | 0 | 56 | 36660 | 56 | 36660 |
| View File | | | | | | |

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---------------------------|--|---------------------------------------|-----------------------------|
| All | For Teaching Numarical Analitical Subject using MS-Excel | MS-Excel PPT | 10/07/2017 |
| View File | | | |

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Co | Computer | Internet | Browsing | Computer | Office | Departme | Available | Others |
|------|----------|----------|----------|----------|----------|--------|----------|-----------|--------|
|------|----------|----------|----------|----------|----------|--------|----------|-----------|--------|

| | Computers | Lab | | Centers | Centers | | nts | Bandwidth (MBPS/GBPS) | |
|----------|-----------|-----|----|---------|---------|---|-----|-----------------------|---|
| Existing | 68 | 1 | 32 | 0 | 1 | 1 | 1 | 32 | 0 |
| Added | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 98 | 1 | 32 | 0 | 1 | 1 | 1 | 32 | 0 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

| |
|---------------|
| 32 MBPS/ GBPS |
|---------------|

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|---|---|
| Recording Facility (To record the videos of lecture on management) we have Digital camera available | http://learnerwiki.com/claroline/document/document.php?cmd=exChDir&file=L1ZpZGVvcw%3D%3D&cidReset=true&cidReq=MBA |

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| 1730000 | 1730000 | 633500 | 633500 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

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 10/3/2018 43/76 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.

https://www.imspimpri.com/images/documents/aqar/1718/4.4.2_Procedures_and_Policies_for_Maintenance.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

| | Name/Title of the scheme | Number of students | Amount in Rupees |
|--------------------------------------|--------------------------|--------------------|------------------|
| Financial Support from institution | College Scholarship | 6 | 49920 |
| Financial Support from Other Sources | | | |
| a) National | 0 | 0 | 0 |
| b) International | 0 | 0 | 0 |
| View File | | | |

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implemetation | Number of students enrolled | Agencies involved |
|--|-----------------------|-----------------------------|-------------------|
| Competitive Exam Gaidence Programme | 17/10/2017 | 17 | NI1 |
| Personal Counselling Personality Development | 21/09/2017 | 39 | NI1 |
| Carrier Counselling Programme | 22/08/2017 | 17 | NI1 |
| Remedial coaching programme | 09/07/2017 | 23 | NI1 |
| View File | | | |

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passed in the comp. exam | Number of students placed |
|---------------------------|---------------------------|--|--|--|---------------------------|
| 2017 | Competitive Exam Guidance | 17 | 17 | 0 | 17 |
| View File | | | | | |

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual

harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---------------------------|--------------------------------|---|
| 0 | 0 | 0 |

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|---|---------------------------------|---------------------------|-------------------------------|---------------------------------|---------------------------|
| Name of organizations visited | Number of students participated | Number of students placed | Name of organizations visited | Number of students participated | Number of students placed |
| Y.N.Deshmukh Co. Professor Colony ,Ahmednagar Contact details:- Y.N. Deshmukh 94231626636 | 55 | 7 | nil | 0 | 0 |
| View File | | | | | |

5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from | Department graduated from | Name of institution joined | Name of programme admitted to |
|---------------------------|--|--------------------------|---------------------------|--|-------------------------------|
| 2017 | 2 | MBA | DUAL MBA | Institute of Management Science, Pimpri (BK) | DUAL MBA |
| View File | | | | | |

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|---------------------------|---|
| Any Other | 59 |
| View File | |

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Number of Participants |
|--|-----------------|------------------------|
| Ambedkar Jayanti | Institute Level | 52 |
| Induction Function at IMS | Institute Level | 55 |
| Independence Day | Institute Level | 58 |
| Teachers Day | Institute Level | 45 |
| Elocution competition on Gender Equality | Institute Level | 50 |

| | | |
|---|-----------------|----|
| Mahatma Gandhi Jayanti | Institute Level | 42 |
| World Human Rights Day | Institute Level | 43 |
| Republic Day | Institute Level | 48 |
| Annual Social Gathering Sport Events | Institute Level | 53 |
| Inter Class Kabbaddi | Institute Level | 57 |
| View File | | |

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)

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|---------------------------|-------------------------|------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
| 2017 | Nil | National | Nil | Nil | 00 | 00 |
| View File | | | | | | |

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

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.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

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 – No. of enrolled Alumni:

5

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

1

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The institute fosters decentralized and participate governance with various

participation levels- 1. Participate 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.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
|----------------------------|--|
| Curriculum Development | Standardized by SPPU. As per our recommendation SPPU has introduced Arevised syllabus and duel specialization . All faculty members of the institute were involved in the process of caving out the new syllabus as per their respective domains |
| Teaching and Learning | Innovative teaching methods . Best practices are implemented to increase retention , enhance learning and elevate interest levels |
| Examination and Evaluation | smooth conduct of University exams, the institute has developed an internal squad of two faculty members for each semester examination. |
| Research and Development | Introduced the system of presentations by the research scholars after successfully completing their course work |
| Human Resource Management | Recruitment of a new faculty in the finance domain to add strength to the pedagogy. Faculty development programs |

| | |
|--|---|
| | arranged to enhance faculty skills . Computerized leave management system has been implemented. Appreciation of employees for regularity and consistency and discipline. |
| Library, ICT and Physical Infrastructure / Instrumentation | New Computers in the administrative office , Consistent log maintenance. Besides smart class room to bring in professionalism in teaching . |
| Industry Interaction / Collaboration | New thematic guest lectures arranged like - Need of HR for the MD. Close interaction with industry experts is arranged to identify and bridge the expectation gaps. |
| Admission of Students | Intake increased to 60 from 60 to ensure financial consolidation. SOPs to minimize errors and delays thereby optimum utilization time and resources |

6.2.2 – Implementation of e-governance in areas of operations:

| E-governance area | Details |
|-------------------------------|--|
| Planning and Development | Savitribai Phule Pune University, Pune WebLink - http://bcud.unipune.ac.in URL: www.bcud.unipune.ac.in Address:- IT-Cell Department CINS Building, Behind University Press Savitribai Phule Pune University Ganesh Khind , Pune-411007 Email :- collegesupport@pun.unipune.ac.in Contact No.: 020-25601372 |
| Administration | Savitribai Phule Pune University, Pune URL: www.bcud.unipune.ac.in Address:- IT-Cell Department CINS Building, Behind University Press Savitribai Phule Pune University Ganesh Khind , Pune-411007 Email :- collegesupport@pun.unipune.ac.in Contact No.: 020-25601372 WebLink - http://bcud.unipune.ac.in |
| Finance and Accounts | Savitribai Phule Pune University, Pune URL: www.bcud.unipune.ac.in Address:- IT-Cell Department CINS Building, Behind University Press Savitribai Phule Pune University Ganesh Khind , Pune-411007 Email :- collegesupport@pun.unipune.ac.in Contact No.: 020-25601372 WebLink - http://bcud.unipune.ac.in |
| Student Admission and Support | dtemaharashtra.gov.in bcud.unipune.ac.in |
| Examination | We shine (For online examination by SPPU, Pune) |

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|---------------------------|----------------------------------|---|---|-------------------|
| 2017 | Dr. Gopinadhan Shreedharan | GST revolutionary tax reform in India | -- | 500 |
| 2018 | Prof. Shivaji Rajmane | Issue challenges and prospects of cooperative bank in India | - | 500 |
| View File | | | | |

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|---------------------------|---|---|------------|------------|--|--|
| 2017 | Teaching Skills | - | 01/07/2017 | 01/07/2017 | 8 | Nil |
| Nil | Performance Appraisal | - | 01/07/2017 | 01/07/2017 | Nil | 6 |
| View File | | | | | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|--|------------------------------------|-----------|---------|----------|
| Nil | 0 | Nil | Nil | 0 |
| View File | | | | |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|-----------|-----------|--------------|-----------|
| Permanent | Full Time | Permanent | Full Time |
| 7 | 8 | 6 | 6 |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|---|---|---|
| The following welfare schemes are available for | The following welfare schemes are available for | 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 / installment 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.

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:
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 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.

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

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).

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|--|-------------------------------|---------|
| nil | 0 | 0 |
| View File | | |

6.4.3 – Total corpus fund generated

| |
|---------|
| 2057303 |
|---------|

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|----------------|----------|---|----------|-------------------------------------|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | Yes | Y.N. DESHMUKH CO CHARTERED ACCOUNTS | Yes | MR. KULKARNI SANTOSH RAGUNATH |
| Administrative | Yes | Y.N. DESHMUKH CO CHARTERED ACCOUNTS | Yes | MR. KULKARNI SANTOSH RAGUNATH |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

1) Parent Teachers meeting held annually 2) Parents were inform about the open culture and so could share their views openly with the institute 3) Suggestions are welcomed by the parents for the improvement of the ward on academic and self-improvement issues. 4) An antecedent check on the student is an important objective of the association 5) The medical history of the student is obtained in order to avert any unwarranted situation.

6.5.3 – Development programmes for support staff (at least three)

1 Orientation on new-student handling arranged by the Director 2. New student counseling - cell arranged during the admission period 3. Orientation through meetings to make them aware of institutional policies and standard operating procedures. 4. On time promotion 6. Involvement of staff members through appointment in the various statutory and non-statutory committees of the college

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Seeking greater cooperation from Nav Sahyadri Charitable Trusts for sanctions / permissions on infrastructure improvement and intake expansion 2. Added an intake of 60 students in the 1st year. The 1st year now comprises of 120 students 3. Nav Sahyadri Charitable Trusts has centralized control on finances including salaries to give more time to staff and the Director to focus on administration and academic aspects post the increase in intake and built in transparency.

6.5.5 – Internal Quality Assurance System Details

| | |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b) Participation in NIRF | No |
| c) ISO certification | Yes |
| d) NBA or any other quality audit | No |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|------|---|-------------------------|---------------|-------------|------------------------|
| 2017 | NAAC Accreditation process (Dr. Anwar Shaikh, Principal, Poona College of Arts, Science and Commerce, Pune) | 17/01/2017 | 17/01/2017 | 17/01/2017 | 13 |

[View File](#)

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To | Number of Participants | |
|---|-------------|------------|------------------------|------|
| | | | Female | Male |
| Lecture on Prevention of teasing, Chakan Police station DSP Mr.Pathare Ramchandra | 21/09/2017 | 21/09/2017 | 7 | 46 |
| Rally on "Awareness of Gender Equality and Women's Empowerment" | 29/11/2017 | 29/11/2017 | 8 | 55 |
| Essay Competition on "Gender Equality" | 11/12/2017 | 11/12/2017 | 11 | 62 |
| Debate Competition on Gender Equality | 11/12/2017 | 11/12/2017 | 6 | 45 |
| Student Rally on 'Anti Dowry' In | 20/01/2018 | 20/01/2018 | 7 | 65 |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

6000

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|--|--------|-------------------------|
| Physical facilities | Yes | 1 |
| Provision for lift | No | 0 |
| Ramp/Rails | Yes | 2 |
| Braille Software/facilities | No | 0 |
| Rest Rooms | Yes | 1 |
| Scribes for examination | Yes | 1 |
| Special skill development for differently abled students | No | 0 |
| Any other similar facility | No | 0 |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|------|--|--|------------|----------|-----------------------------|--|--|
| 2017 | 1 | Nil | 10/09/2017 | 1 | Personality Development | To improve communication skill of graduates students | 28 |
| 2017 | Nil | 1 | 17/09/2017 | 1 | Education Awareness Program | Street play at different areas of Chakan | 38 |

[View File](#)

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title | Date of publication | Follow up(max 100 words) |
|---------------------------|---------------------|--|
| Directors Code of Conduct | 12/07/2017 | 1. Every teacher shall, at all times, maintain integrity, be devoted to duty and also be honest and impartial in his / |

her official dealings. A teacher shall, at all times, be well-mannered in his / her dealings with the management, with other members of staff, students and with members of the public. 2. Unless otherwise stated specifically in the terms of appointment, every teacher is a whole-time teacher of the Institute and may be called upon to perform such duties as may be assigned to him / her by the competent authority beyond the scheduled working hours and on holidays and Sundays. 3. A teacher shall be required to maintain the scheduled hours of work during which he / she must be present at the place of his / her duty. No teacher shall be absent from duty without prior permission. Even during leave or vacation, with the prior permission of the competent authority, whenever leaving the station, an teacher should inform the Director in writing, through the concerned Head of the Department, or the Director directly, if the teacher happens to be Head of the Department, giving the contact details at which he / she will be available during the period of his / her absence from the station. 4. No teacher shall take part in politics, or be associated with any political party or organization which takes part in political activity, nor shall subscribe, aid or assist in any manner any political movement or

| | | |
|--------------------------|------------|--|
| | | <p>activity. 5. No teacher shall make any statement, publish or write through any media which has effect of an adverse criticism of any policy or action of the Institute. 6. No teacher, except with the prior permission of the competent authority, engage, directly, or indirectly in any trade or business or any private tuition, or undertake any employment outside his official assignments. 7. A teacher, against whom insolvency proceedings commenced in a court of law, shall forthwith report full facts thereof to the Institute.</p> |
| Students Code of Conduct | 24/08/2017 | <p>1. Plan to arrive to class on time and to stay for the entire class period (or until dismissed) because random arrivals and exits are disrespectful and distracting. 2. Every student must obtain on admission, the Identity Card which must have his/her photograph attested and wear the identity card on person whenever he/she is on the institute premises, and present it for inspection on demand. 3. Ragging is banned on the institute campus. Anyone found guilty of ragging and /or abetting ragging is liable to be punished as per the directive of the UGC and Govt. Any incident of ragging will be dealt with seriously. The culprits will be dismissed from the institute and a case will be filed with the local police authorities. 4. The institute prohibits political activities on</p> |

the campus and forbids students from conducting and attending political meetings within the institute campus. 5.

Students shall compulsorily wear the prescribed institute uniform on all working days except Wednesdays. Uniform symbolizes unity and uniformity, not diversity. It also indicates equality and a sense of belonging to the institution. Uniform provides a special identity. Hence it is a source of pride and responsibility, not liability. Parents are to see that the uniform and hairstyle of their wards are in tune with modesty and dignity. 6. Strict silence must be observed in a redding room and Library. 7. Students are expected to spend their free time in the library. They should not loiter along the corridor or crowd along the passage.

8. If the academic performance of the student is not satisfactory, the student is likely to be detained and will not be allowed to appear for the examinations conducted by the institute on behalf of the University. 9. Students must not wait on the Institute premises while the classes are going on. 10. Talking and other disruptive behaviors are not permitted while classes are in session. 11. Students must not attend classes other than their own, without the permission of the parent teacher or HOD. 12. Food and beverages are not permitted in computer

labs or classrooms. Those must be consumed in designated areas only. 13. Smoking and consumption of alcohol on the Institute premise

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|---------------------------|---------------|-------------|------------------------|
| Gurupornima | 10/07/2017 | 10/07/2017 | 59 |
| Friendship Day | 07/08/2017 | 07/08/2017 | 65 |
| Rakshabandhan | 07/08/2017 | 07/08/2017 | 62 |
| Teacher day | 05/09/2017 | 05/09/2017 | 62 |
| View File | | | |

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Tree Plantation Drive 2. Energy saving strategies in the campus through use of LED lamps. 3. Solar system has been installed at the institute as a part of Energy saving strategy. 4. Vermicomposting 5. In association with ME Society and Sister institutions, rain water harvesting project has been successfully implemented. 6. Waste or scrap things are segregated and e-waste is either disposed in buy-back schemes or to registered e-waste collection center.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

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.)

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

https://www.imspimpri.com/images/documents/agar/1718/7.2.1_Best_Practices.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

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. At IMS since its beginning in 2009, we have emphasized on language skills, Spoken English, Soft Skills, Personality evelopments 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. 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

Provide the weblink of the institution

https://www.imspimpri.com/images/documents/agar/1718/7.3.1_Institutional_Distinctiveness.pdf

8.Future Plans of Actions for Next Academic Year

Institute Plans to make special arrangement for enhancing professional skill of the students and make them more competitive and productive in their respective

domains. That will need to insert certain value system in the student. 1. Time Management. 2. Communication. 3. Priotising. 4. Decision Making. 5. Alternative Thinking. 6. Fishbone Analysis. 7. Cause effect relationship setting etc. These initiatives are planned as a part of concurrent effort to improve the quality of life of the students.